ENGLISH GRAMMAR

Master in 30 Days

A step by step guide for a strong English Foundation

Xyli C. Gonzales

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Introduction

The historical backdrop of English punctuations starts late in the sixteenth century with the Pamphlet for Grammar by William Bullokar. In the early works, the structure and standards of English punctuation were stood out from those of Latin.

English punctuation is the structure of expressions in the English dialect. This incorporates the structure of words, expressions, statements and sentences.

English is thought to be a standout amongst the most essential dialects on the planet. There are numerous reasons why English is so critical. One reason is that English is talked as the main dialect in numerous nations. There are 104 nations where English is talked as the principal dialect.

Albeit English is the dialect of such a variety of nations, more individuals on the planet communicate in Mandarin Chinese as their first dialect. Mandarin Chinese is talked in sixteen nations.

Indeed, even in nations where English is not the local dialect, individuals use it for business and tourism. English is utilized for these reasons as a part of generally nations. English is viewed as the business dialect. English is the official dialect of the United Nations. English is likewise the official dialect of carriers and airplane terminals. All aircraft pilots that fly to different nations must have the capacity to communicate in English.

There are various types of English like British English, Canadian English and American English. These are not separate dialects. They are tongues. A vernacular is the route individuals in a specific spot talk their local dialect. In one spot, individuals may have a name they get a kick out of the chance to use for something that is not utilized as a part of somewhere else. For instance: In Britain, they call the building where a movie is viewed a silver screen. In America, they call it a theater. This is only an alternate method for discussing the same thing. Both of the words silver screen and theater are English words, and can be utilized to portray a building where movies are watched, so both of these words are right. Remember that any type of English that you learn is great. There are no better forms of English. There are just diverse ones.

My part is your aide and translator on a voyage through the vital piece of your brain which we call your linguistic use, I guarantee that it will work for you, obviously there is a condition: it will just work on the off chance that you have influence. Comprehension is at the heart of the book. This book is a comprehensive reference on the subject of English Grammar. It is organized into easy to master lessons with examples that are easy to

understand. The working formula is to use just 30 minutes of your time every day for only 30 days in order to achieve our goal of mastering the topics. Do not skip the examples and exercises. It is also good to practice daily what you have learned when writing like articles, reports and in your daily conversations.

Take charge and be on your way to mastering the English Language.

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Chapter I

English Grammar

Day 1

“That is a good book which is opened

With expectation and close

In profit”

-Amos Bronson Alcott-

English Grammar

English Grammar is related to expressing words in their singular and plural forms.

Grammar refers to a systematic set of rules of a language. And structure of a language, like its skeleton. It is important for language learners to understand the rules of grammar, because if you use or order words incorrectly, your sentences will not make sense.

Two Methods of Learning Grammar

By using language or by learning the rules one by one. Applying them. (Most people use both methods together.). Grammar tells us how to put a sentence together and the order a sentence should have. Different languages have different grammar. People have studied English grammar for a long time. Many of its rules have not changed for hundreds of years, but some rules are changing because the way people use English grammar is changing.

Sentence

A **Sentence** is a linguistic unit consisting of one or more words that are grammatically linked, and expresses a complete thought. It can include words grouped, meaningfully to express a statement, question, exclamation, request, and command or suggest

Part of Sentences

Subject is a person, place, thing, or idea doing or being something.

Predicate describes the subject.

Subject	Predicate
The lion	roared
He	writes well
She	enjoys going to the cinema
The girl in the blue dress	arrived late

Sentence Fragment

Sentence fragment is not a complete sentence, never have independent clause, but instead are dependent clauses or phrase.

Fragment can masquerade real sentences because they begin with a capital letter and end with the period. It lacks the subject and the predicate even both the subject and the predicate.

Where to find the sentence fragments

Sentence Fragments usually appear before and after the independent clauses to which they belong.

* When we got in the car. We rolled down the windows.

“When we got in the car” are a sentence fragment and a dependent clause. It clearly belongs to the independent clause that follows it and should be rewritten like this:

* When we got in the car, we rolled down the windows.

* We rolled down the windows when we got in the car.

Declarative Sentence states a fact or an argument and it ends in the period.

* There are ten million people at risk.

* I am no wine connoisseur, but I know what I like.

* Manila is the capital of Philippines.

Interrogative Sentence asks a question. It ends with the question mark (?).

* Where do you live?

* Can you find my umbrella?

Imperative Sentence is a command or a polite request. It ends with an exclamation mark (!) or it ends with a period. The subject is usually left out and is understood to be‘you’.

* Please bring my umbrella.

* You clear the road at once!

Exclamatory Sentence expresses excitement, conveys a strong felling or sudden emotion. It ends with an exclamation mark (!).

*You’ve broken my umbrella!

* She is the thief!

* That is beautiful!

Four Basic Sentence Structures

1. **Simple Sentence** is a sentence with only one independent clause. It is referred to as ‘independent’ because, while it might be a part of command or complex sentence, it can also stand by itself as a complete sentence.

Simple Sentence has the most basic elements that make it sentence: a subject, a verb, and a complete thought.

* The struggle is eternal.

*Joy waited for the train.

* The train was late. (“the train”- subject, “was”-verb)

* Ann and Joyce took the bus. (“Ann and Joyce”- compound subject, “took”-verb)

Compound Sentence is a sentence that contains at least two independent clauses connected to one another with a coordinating conjunction.

Coordinating conjunction is easy to remember if you think the words “FAN BOYS”.

For

And

Not

But

Or

Yet

So

* Joy waited for the train, **but** the train was late.

* Ann and Joyce arrived at the bus station before noon, **and** they left on the bus

Before I arrived.

* Ann and Joyce left on the bus before I arrived, **so** I did not see them at the bus

Station.

Complex Sentence is a sentence that contains an independent clause and at least one or more dependent clause.

Dependent Clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Dependent Clauses:

* Because Ann and Joyce arrived at the bus station before noon

* While she waited at the train station

* After they left on the bus

Dependent clauses such as those above cannot stand alone as a statement, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with subordinating conjunction:

After	although	as	because
Before	even though	if	since
Though	unless	until	when
Whenever	whereas	while	wherever

Complex sentence are often more effective than compound sentence because a compound sentence indicates clearer and more specific relationship between the main parts of the sentence.

The word '*before*', for instance, tells readers that one thing occurs before another.

The word '*although'*, conveys more complex relationship than a word such as 'and' conveys.

Periodic Sentence is used to refer to a complex sentence beginning with a dependent clause and ending with an independent clause, in "While she waited at the train station, Joy realized that the train was late."

Periodic sentences can be especially effective because the completed thought occurs at the end of it, so the first part of the sentence can be build up to the meaning that comes at the end.

Compound-Complex Sentence is a sentence with two or more independent clause and at least one dependent clause. It combines the compound and the complex sentence.

The "compound" part means that it has two or more complete sentences.

The “complex” part means that it has at least one incomplete sentence.

*His blue eyes were light, bright and sparkling behind half-mooned spectacles, and his nose was very long and crooked, as though it had been broken at least twice.

Chapter II

Parts of Speech

Day 2

"Speech is power:

Speech is to persuade

To convert... To compel."

-Ralph Waldo Emerson-

Parts of Speech

Part of Speech in English Language, words can be considered as the smallest elements that have distinctive meaning. Based on their use and functions, words are categorized into several types or parts of speech. Noun, Pronoun, Verb, Adverb, Conjunction, Preposition, and Interjection.

A. Nouns

A **Noun** tells you what you are talking about.

Nouns are names of persons, places, events, things, measures of times, action, quality and ideas.

Ron	Friend	Puppy	Dentist
Dog	Stone	Computer	Plants
Picture	Province	lawyer	Table
Christmas	Freedom	Courage	Honor
Beauty	Dancing	Climbing	Speaking
Inch	Year	Philippines	Day

Different Kinds of Nouns

1. **Proper Nouns** are specific and are written in capital letter. It refers to a particular person, place or thing.

2. **Common Nouns** are general, refer to a class of people, places and things. Opposite of proper noun.

Common Noun	**Proper Noun**
Girl	Joybel
Country	Philippines
Day	Friday
Doctor	Dr. Angue
Teacher	Jaynel

3. **Collective Nouns** refer to nouns that are made up, not by single word, but by a group of words, persons, animals or things.

4. **Mass Noun** is the opposite of count noun.

Mass noun is also called non-countable nouns, and they need to have “counters” to qualify them.

Collective Noun	Mass Noun
Team	hair
Crowd	sugar
Organization	water
Family	sand
Class	stars

5. **Concrete Nouns** exist in the physical word.

6. **Abstract Nouns** refer to ideas and feelings.

Concrete Noun	Abstract Noun
Flower	love
Chair	independence
Bag	honesty
Man	freedom
Lion	friendship

7. **Count Noun-** it refers to anything that is countable, and has a singular and plural form.

Kitten	video	ball

Three Properties of Nouns

1. **Number of nouns** (Singular and Plural)

A. **Singular-** if the noun is only one, when a noun is refers to one person, place or ting.

B. **Plural** -if it is two or more, a noun refers to more than one person, place, or thing.

Fifteen rules in forming the singular and plural noun:

A. Most nouns add the letter **s** to the singular to form the plural.

Singular	Plural
Coin	Coins
Student	Students
Cake	Cakes
Cat	Cats
Egg	Eggs

B. Add ***es*** to nouns ending in a hissing sound (s, ch, sh, x or z)

Singular	Plural
Class	Classes
Church	Churches
Wish	Wishes
Tax	Taxes
Quiz	Quizzes

C. Most nouns ending in ***f*** of ***fe*** change *f* to ***ve*** before ending *s.*

Singular	Plural
Calf	calves
Knife	knives
Leaf	leaves
Thief	thieves
Wife	Wives

D. Most nouns ending in ***y*** proceeded by a consonant sound change ***y*** to ***i*** and add ***es.***

Singular	Plural
City	Cities
Lady	Ladies
Reply	Replies
Mystery	Mysteries
Prophecy	Prophecies

E. Nouns ending in ***y*** after a vowel add ***s***.

Singular	Plural
Key	Keys
Valley	valleys
Monkey	Monkeys

F. Some nouns ending in ***o*** proceeded by a consonant add ***es***.

Singular	Plural
Grotto	Grottoes
Tomato	Tomatoes

Hero	Heroes
Mango	Mangoes
Zero	Zeroes

G. Some nouns add ***en*** or change the vowel or remain unchanged.

Singular	**Plural**
Ox	Oxen
Child	Children
Sheep	Sheep

H. Nouns ending in an ***o*** that is preceded by a vowel form the plural by adding **s**.

Singular	**Plural**
Patio	Patios
Rodeo	Rodeos
Cargo	Cargos
Motto	Mottos

I. Most compound nouns add ***s*** or ***es*** to the principal words of the compound.

Singular	**Plural**
Bookcase	Bookcases
Runner up	Runner ups
Handful	Handfuls

J. A few nouns are plural in form but singular in meaning.

Singular	Plural
Statistics	Mathematics
Economics	News

K. Some nouns form the plural by a change in the vowel, and sometimes the consonant.

Singular	Plural
Foot	Feet
Goose	Geese
Louse	Lice
Tooth	Teeth
Woman	Women

L. Some nouns have the same form for both singular and plural.

Singular	Plural
Aircraft	Aircraft
Means	means
Series	series
Headquarters	headquarters
Crossroads	Crossroads

M. You just have to be familiar with the different ways that titles are made plural.

Singular	Plural

Miss	Misses
Mr.	Messrs.
Mrs.	No plural (sometimes Mesdames)
Madam	Mesdames

N. Words taken from foreign languages usually retain their plural form.

Singular	**Plural**
Crisis	Crises
Bacterium	Bacteria
Criterion	criteria
Phenomenon	Phenomena
Alumna	Alumnae (Feminine)

O. Adding the apostrophe (') and ***s*** forms the plural of numbers, letters, signs, and symbols.

Your card shows many grades of 1's.

If your grades will be converted to our system, you will have a lot of A's.

2. Gender means sex

A. **Masculine** refers to male

Father

Nephew

Priest

B. **Feminine** refers to female

Mother

Seamstress

Daughter

C. **Common** refers to either male or female

Cousin

Teacher

Friend

D. **Neuter** has no sex at all

Chair

Book

Car

Special feminine nouns

School	Ship
Country	Nature

Exercise:

Give the masculine or feminine gender of the following:

1. Duke   6. Lad

2. Boar   7. Emperor

3. Indian 8. Doe

4. Baron 9. Landlord

5. Fox 10. Aviatrix

3. Cases of Nouns

A. **Nominative-** if the noun is used as the subject, noun of address, predicate noun or appositive.

* Jennilyn looks pretty in her red dress.

* Maika, come and get your toys.

* The winner in the oratorical contest is Jolina

* Dr. Lucena, our new professor, discusses the lesson well.

B. **Objective**- if the noun is used as direct object, indirect object or object of preposition.

* The students are playing volleyball.

* Leonardo sent Martha a love letter.

* The concert was held in the park.

C. **Possessive** shows possession or ownership.

Rules in forming possession

A. Singular nouns added apostrophe and s ('s) for singular possessive, plural noun add apostrophe alone.

Girl's	Girls'
Student's	Students'

B. Those nouns that do not end with s, add's to the plural forms.

Oxen's	Deer's
Women's	

C. Add only an Apostrophe at the end of a proper noun ending in s or z.

Reyes'	Sanchez'
Perez'	

D. Of phrase is placed after a noun.

The dresses of a girl

The daughter of the president

In case of an inanimate object, the prepositional phrase with of is used. Noun-noun compounds are also used.

(Of phrase) (Noun-noun compound)

The gate of the garage	Garage gate
The roof of the house	House roof

Thing, places and concepts are often followed by of phrase to indicate association, measure or person.

A box of candy

A cup of sugar

The town of Manila

Certain possessive forms of noun denote time, distance, measure and value.

A day's work

A week's wage

An hour's rest

Uncountable noun

Accommodation	Luggage	Cutlery
Advice	Mail	Dust
Ammunition	Personnel	Elite
Artillery	Scenery	Equipment
Behavior	Furniture	Staff
Blame	Information	
Chalk	Jewelry	

Day 3

"Language, as well as the faculty of speech,

Was the immediate

Gift of God."

-Noah Webster-

Pronoun

Pronouns are words that are used in place of nouns, or pronouns are noun substitutes.

Antecedent of the pronoun is the noun to which a pronoun refers. A pronoun must agree with its antecedent in gender, person and number.

I	She	Several	This
My	That	Other	
Mine	Hers	These	Another
Me	Anybody	It	Those
We	Everybody	Its	All
He	They	Our	Any

Nobody	their	Ours	both
Somebody	us	each	theirs
No one	them	you	either
Someone	yours	which	neither
Everyone	your	what	few
One	many	who	whoever
His	whose	none	whosoever
Him	whom	some	anyone

Five kinds of Pronoun

1. **Personal pronoun** can refer to the person speaking, the person being spoken to, or the person or thing spoken of.

All the personal pronouns, with the exception of the pronoun *it,* refer to persons. Be careful with personal pronouns and learn how to use their various forms. They can be most troublesome if you are not aware of their proper use.

Number	Person	Nominative	Objective Case	Possessive Case
Singular	1st person	I	me	my, mine
	2nd person	you	you	your, yours
	3rd person	he, she, it	him, her, it	his, her, hers
Plural	1st person	me	us	our, ours
	2nd person	you	you	your, yours
	3rd person	they	them	their, theirs

Forms of the Personal Pronouns

A. **First person**- personal pronouns referring to the speaker:

Singular	**Plural**
I	we
My	our
Mine	ours
Me	us

B. **Second person**- personal pronouns referring to the person spoken to:

Singular and Plural are similar: you, your, yours

C. **Third person**- personal pronouns referring to the persons or things spoken of:

Singular	**Plural**
He	they
His	their
Him	theirs
She	them
Hers	
It	
Its	

Compound personal pronoun sometimes is called personal pronouns. When the word "self" or "selves" are added to certain forms of the personal prono

Myself	herself
Yourself	ourselves
Himself	yourselves
Itself	themselves

2. **Interrogative pronouns** introduce questions.

What	which	who
Whom	whose	

* Which province do you prefer to visit?

* What are your plans for the weekend?

3. **Demonstrative pronouns** point out specific persons, places, or things.

This- points out near object (singular0

These- points out near objects (plural)

That- points out far object (singular)

Those- points out far objects (plural)

The pronouns *this* (singular) and *these* (plural) are used to refer to the person or thing present, nearby, or just mentioned.

On the other hand, you see *that* and *those* to refer to the person or thing farther removed or less obvious.

4. **Indefinite pronouns** do not point out particular persons, places, or things.

Singular	Plural	Singular or Plural
Another	both	all
Anybody	few	any
Anyone	many	more
Either	others	most
No	several	none
Not	some	

Every

Not only

Each

Everybody

Everyone

Many a one

Nobody

No one

Neither

One

Other

Someone

Somebody

5. **Relative pronouns** connect groups of words to another idea in the same sentence. That, which, who, whom, and whose are relative pronouns.

Who is used when the antecedent is a person.

That is used to refer to either persons or things.

Day 4

"A difficult situation can be handled in two ways:

We can either do something to change it,

Or face it.

If we can do something,

Then why worry and get upset over it- just change it.

If there is nothing we can do, again,

Why worry and get upset over it?

Things will not get better with anger and worry."

-Shantideva-

Possessive Pronouns

Possessive pronouns can also show ownership just like nouns.

* This is *my* car.

* Is that y*our* car?

1. Use the correct form of the personal possessive pronouns and do not use an apostrophe to indicate possessions:

My	mine
Your	yours
His	hers
It’s	ours
Theirs	whose

* The Commission on Election failed to publish its findings.

The word *"its"* is not a contraction between the words it and is.

The word is used to convey the idea that the Commission on Election owns the findings. We can says then that *its* is a personal possessive pronoun.

It's a lovely guitar.

The word *it’s* in the sentence is a constriction of the words it and is. Moreover, there is no idea of ownership being expressed.

Thus, *it's* is not a possessive pronoun.

2. It is necessary to use the apostrophe and *s* to show the possessive forms of indefinite pronoun others, the *apostrophe* is added at the end of *s* without adding an additional *s*.

Anyone’s job	someone's key
Everybody’s car	each one's privilege
One’s relatives	other's affairs (singular other)
Another’s books	others' affairs (plural others)

A pronoun must agree with its antecedent as to person, number, and gender.

Classification of Gender (according to distinctions in sex)

Masculine gender- he, him, father, son

B. Feminine gender- she, her, daughter, sister

C. Common gender- child, adult, cousin, neighbor

D. Neuter gender- computer, desk, mirror, bus

4. When the pronouns *all, any, some*, and *none* refer to a number, they are generally regarded as plural. When they refer to quantity or to a mass, they are regarded as singular.

* *All* were waiting *their* turn. (*All* is plural)

* There is no bread in the box. *All* of it has been eaten. (*All* is singular)

A compound antecedent can be two antecedents connected by *and.*

The coach and the players agreed on *their* game plan. (The pronoun *"their"* to a compound antecedent made up of the words coach and the layers.)

5. In a compound antecedent, if both antecedents are singular and refer to different persons or things, the compound antecedent is considered to the plural.

This also true if at least one of the antecedents is plural. The pronoun that refers to the compound antecedent must also be plural.

* Francis and his father postponed *their* trip.

6. In the compound antecedent, if both antecedents making up the compound antecedent are singular and refer to the same person or thing, the compound antecedent is considered to be singular. The pronoun that refers to the compound antecedent must also be singular.

* The judge and executioner abhor his duties. (If the *judge* is also the *executioner* then the compound antecedent is considered to be singular. In this case, the pronoun *his* agrees with its antecedent in number.)

7. Collective noun is singular when they designate a group acting as a unit. They are plural when the members that make up the group are acting independently. The pronoun must then agree with its antecedent as to number.

Collective noun names a group of individual persons or things. It can take a singular form, although it is made up of two or more persons or things, if the collective noun acts as a unit.

Audience	class
Crowd	family
Jury	team

Exercise: Pronouns and Antecedents

1. The class was divided in (its, their) opinion of the new president of the university.

2. (Who, Whom) is speaking please?

3. She and (I, me) volunteered to go to Bora cay Beach to see the white sand.

4. It was (they, them) who persuaded us to see a fortune teller.

5. They wanted (us, we) girls to prepare the food for the party.

6. He is willing to hire (whoever, whomever) comes first.

7. That was (she, her) calling in the telephone.

8. Don't mind (my, me) complaining.

9. (It's, its) a fact; Paula is shorter than Tinting and (I, me).

10. Everyone must keep (himself, themselves) busy.

Day 5

"Do not. Do to others what you will not

Want them to do to you."

Verbs

Verbs are action words. they express state of being.

Run	interpret
Feel	are
Give	

Forms of Verbs

1. The base form: explain, listen, and eat
2. The s form or third person singular: explains, listens, eats
3. The "in" form or present participle: explaining, listening, eating
4. The past tense: explained, listened, ate

Four Kinds of Verbs

1. Regular Verbs form their past tense by the addition of <u>d/ed</u> to the base form. Regular verbs have the same form both for the past tense and the past participle.

Base Form	3rd Person Singular	Present Participle	Past and Past Participle
		(s-form)	(ing-form)
act	acts	acting	acted
erase	erases	erasing	erased
reach	reaches	reaching	reached

2. Irregular Verbs form their past tense and past participle in the different way.

3. Linking Verbs are used to link or join the subject with the word in the predicate which relates to the subject.

A. Verbs to be (am, is, are, was, and were) are the most commonly used linking verbs.

B. Verbs of the senses:

Become	sound	seem	remain	look
Smell	appear	feel	taste	hear

* My favorite subject <u>is</u> English.

* He <u>looks</u> great in his green jacket.

* My husband <u>became</u> a lawyer in 2016

4. Verb Phrase a verb be made up of a phrase instead of a single word, the verb form at the end of the verb phrase is always the principal verb.

The others are called auxiliary verbs or helping verbs.

List of commonly used auxiliary verbs

Am	have been	could
Is	had been	would
Are	has been	should
Was	shall	must
Were	will	should have
Will be	do	would have
Shall be	did	must have
Could be	does	should have been
Have	may	could have been
Has	can	must have been
Had		might

A. has}	
Have}	+ past participle
Had}	
B. do}	present tense plural
Does}	present tense singular
Did}	past tense singular/plural
C. will}	+ simple form of the verb
Shall}	(No s, No d/ed, No ing)

Three Parts of Verbs (The principal)

Present tense is used to express an action or condition that is occurring at the present time.

* He *eats* bread.

* The child *plays* basketball.

* She *is* ill.

B. Past tense shows an action or condition in the past.

* He *ate* bread.

* The child *played* basketball.

* She *was* ill.

C. Past participle of the verb is a verb form that is used with has, has or had formed the perfect tenses.

* He *has eaten* bread.

* The child *had played* basketball with me.

* She *had been* ill.

Day 6

"Happiness is a perfume

You cannot pour on others

Without getting a few drops

On yourself."

The Tenses of Verbs

A verb tenses is a form of a verb that shows a time of action or a state of being.

Tense means time and it is a property of verbs.

Six Basic Forms (tenses of verbs)

Present tense shows an action presently or habitually happening, or a fact or general truth.

I. If the sentence expresses a permanent action.

* The sun rises in the east and sets in the west.

II. If the sentence shows habitual action.

* He goes to church every Sunday.

III. If the sentence expresses an on-going action.

* The students are researching in the library now.

B. Past tense shows past action or a state or condition that occurred in the past.

* They transferred to a new building yesterday.

* They danced last night.

* Jannette recited the poem well.

C. the Past perfect tense denotes

I. An action completed before another past action.

* He had left when I arrived. (In this case the first action uses the perfect tense while the second uses the simple past.)

II. A condition that was true in the past but is no longer at the time of speaking.

* She had seen that before.

D. Future tense- expresses an action that is yet to be done, or shows that something will happen or will be done in the future.

-a verb phrase using the auxiliary verbs will/shall+ the simple form of the verb.

- Am/is/are + going to

* Will you visit me tonight?

* They will pass their project next month.

* I shall return.

* Mae Ann is going to Cebu next week.

E. The present perfect tense denotes

I. An action which started in the past and is continuing in the present. This tense uses has/have + the past participle of the main verb.

* Cha-cha has eaten her dinner.

* Don-don has submitted his project.

II. An action which is completed at the time of speaking.

* I have just taken my examination.

* I have gone to the school.

F. The future perfect tense denotes.

I. An action that will be completed before another action.

* Before I leave, Monique will have gone.

II. An action that will have completed at some definite future time.

* By next week, the court will have decided on the case.

* This tense uses shall/will + have and the past participle of the main verb.

Day 7

‘Look to this day.

In its brief course lie all the verities

Of existence- Action, love, transience.

Yesterday is but a dream,

And tomorrow veiled.

Love now!’

In six tenses the verb to be is the most irregular and the most important verb in English language.

Six tenses of the verb TO BE

A. **Present tense**	**Singular**	**Plural**
First person	I am	we are
Second person	you are	you are
Third person	he, she, it is	they are

B. **Past tense**	**Singular**	**Plural**
First person	I was	we were

Second person	you were	you were
Third person	he, she, it was	they were

C. **Future tense**	**Singular**	**Plural**
First person	I shall be	we shall be
Second person	you will be	you will be
Third person	he, she, it will be	they will be

D. **Present perfect tense**	**Singular**	**Plural**
First person	I have been	we have been
Second person	you have been	you have been
Third person	he, she, it has been	they have been

E**. Past perfect tense**	**Singular**	**Plural**
First person	I had been	we had been
Second person	you had been	you had been
Third person	he, she, it had been	they had been

F. **Future perfect tense**	**Singular**	**Plural**
First person	I shall have been	we shall have been
Second person	you will have been	you will have been
Third person	he, she, it will have	they will have been

Six Tenses of the Regular Verb CARE

A. **Present tense**	**Singular**	**Plural**
First person	I care	we care
Second person	you care	you care
Third person	he, she, it care	they care

B. **Past tense**	**Singular**	**Plural**
First person	I cared	we cared
Second person	you cared	you cared
Third person	he, she, it cared	they cared

C. **Future tense**	**Singular**	**Plural**
First person	I shall care	we shall care
Second person	you will care	you will care
Third person	he, she, it will care	they will care

D. **Present perfect tense**	**Singular**	**Plural**
First person	I have cared	we have cared
Second person	you have cared	you have cared
Third person	he, she, it has cared	they have cared

E. **Past perfect tense**	**Singular**	**Plural**
First person	I had cared	we had cared
Second person	you had cared	you had cared
Third person	he, she, it had cared	they had cared

F. **Future perfect tense**	**Singular**	**Plural**
First person	I shall have cared	we shall have cared
Second person	you will have cared	you will have cared
Third person	he, she, it will have	they will have cared
	Cared	

Six Tenses of the Irregular Verb EAT

A. **Present tense**	**Singular**	**Plural**

First person	I eat	we eat
Second person	you eat	you eat
Third person	he, she, it eat	they eat

B. **Past tense**	**Singular**	**Plural**
First person	I eat	we eat
Second person	you eat	you eat
Third person	he, she, it eat	they eat

C. **Future tense**	**Singular**	**Plural**
First person	I shall eat	we shall eat
Second person	you will eat	you will eat
Third person	he, she, it will eat	they will eat

D. **Present perfect tense**	**Singular**	**Plural**
First person	I have eaten	we have eaten
Second person	you have eaten	you have eaten
Third person	he, she, it has eaten	they have eaten

E. **Past perfect tense**	**singular**	**Plural**
First person	I had eaten	we had eaten
Second person	you had eaten	you had eaten
Third person	he, she, it had eaten	they had eaten

F. **Future perfect tense**	**Singular**	**Plural**
First person	I shall have eaten	we shall have eaten
Second person	you will have eaten	you will have eaten
Third person	he, she, it will have	they will have eaten
	Eaten	

Tenses must be consistent. If you start out with a verb in a particular tense, you should not change to a verb in another tense.

***Incorrect**: We went into the hall and there we eat our lunch.

The policeman stopped the car and inspects the contents.

*** Correct:** We went into the hall and there we ate our lunch.

The policeman stopped the car and inspected the contents.

Day 8

“Knowledge is power”

-Francis Bacon-

Six Tenses in Progressive Forms of Verbs

A verb has a special form to show that the action is continuing or progressing at the time indicated by a particular tense.

* I am studying English grammar.

* She is contemplating marriage.

A. Present progressive tense shows continuing action, something going on now. It may also show that something will happen in the future. It is formed by combining the present tense of the verb to be with the present participle of another verb (the form of the verb that ends in *ing*.)

* I am *speaking* as a representative of my people.

The verb "*am"* is the present tense of the verb *to be* and is combined to the present participle of the verb *speak* (actually the *ing* form).

*We are *going* to London.

The verb *"are"* is the present tense of the verb to be and is combined to the present participle of the verb *go* (actually the *ing* form).

* Our classmates are *arriving* in 30 minutes.

* You are *irritating* me.

* This parrot is *calling* my name.

B. Past progressive tense shows continuing action, something that was happening at some point of the past. It is formed by combining the past tense of the verb to be with the present participle of another verb (again the ing form).

* I was singing when you came.

The verb *was* is the past tense of the verb to be and is combined to the resent participle of the verb sing (actually the ing form).

* We *were drinking* beer when the cop barged inside.

* Jolina *was smiling* when he gave her his picture.

* You *were chatting* in the internet when your manager came.

C. Future progressive tense shows continuing action something that will be happening at some point in the future. It is formed by combining the future tense of the verb to be with the present participle of another verb.

* I *shall be calling* you every day.

* In another six years, politicians *will be running* in another election.

* By the end of the day, we *shall be paying* you.

D. Present perfect progressive tense shows a continuous action that has been finished at some point of the past at that was initiated in the past and continuous to happen. It is formed by combining the present perfect tense of the verb to be with the present participle of another verb (ing form).

* I *have been calling* you.

* She *has been checking* the papers of our students.

E. Past perfect progressive tense shows a continuous action completed at some point in the past. It is formed by combining the past perfect tense of the verb to be with the present participle of another verb (ing form).

* I *had been running* but I felt tired.

* Joshua *had been recording* his songs all morning.

F. Future perfert progressive tense shows a continuous action that will be completed at some point in the future. It is formed by combining the future tense of the verb to be with the present participle of another verb (ing form).

* On my retirement day, I *shall have been teaching* for thirty years.

* By sunset, we *shall have been working* on this project for eight hours.

Verb CARE

Progressive Forms

A. Present tense	Singular	Plural
First person	I caring	we caring
Second person	you caring	you caring
Third person	he, she, it caring	they caring

B. Past tense	Singular	Plural
First person	I caring	we caring
Second person	you caring	you caring
Third person	he, she, it caring	they caring

C. .Future tense	Singular	Plural
First person	I shall caring	we shall caring
Second person	you will caring	you will caring
Third person	he, she, it will caring	they will caring

D. Present perfect tense	Singular	Plural
First person	I have caring	we have caring
Second person	you have caring	you have caring
Third person	he, she, it has caring	they have caring

E. Past perfect tense	Singular	Plural
First person	I had caring	we had caring
Second person	you had caring	you had caring
Third person	he, she, it had caring	they had caring

F. Future perfect tense	Singular	Plural
First person	I shall have caring	we shall have caring
Second person	you will have caring	you will have caring
Third person	he, she, it will have	they will have caring
	Caring	

Exercise: Tense Usage

1. The exposure of Angue's art and aesthetics in the rural areas (has, had, have) earned him the title,”

Philippine's Artist."

2. It (has, had, will have) been seven years since the Law was declared.

3. On the crowded beach last summer, a small boy (creates, created) his own magic world of sandcastles.

4. The fire broke out a few minutes after they (ate, have eaten, had eaten) their supper.

5. Although it is nearly two years since I last visited our province, I (could, can, would) still remember vividly its rustic sceneries.

Day 9

"All wish to process knowledge,

But few, comparatively speaking,

Are willing to pay the price."

-Juvenal-

Two group of Verbs

A. Regular verbs form their past tense and the past participle by adding *ed* or *d* to the form of the present tense.

The word play is a regular verb since you just add *'ed'* to have verb to form its past tense and its past participle.

B. Irregular verbs- the verbs *eat* and *is* are irregular verbs they do not form the past tense and past participle in the regular way.

Regular Verbs:

Verb	Past tense	Past Participle
Alter	altered	altered
Announce	announced	announced

Approach	approached	approached
Barter	bartered	bartered
Besiege	besieged	besieged
Boil	boiled	boiled
Calculate	calculated	calculated
Chew	chewed	chewed
Claim	claimed	claimed
Dare	dared	dared
Define	defined	defined
Denounce	denounced	denounced
Dissolve	dissolved	dissolved
Edify	edified	edified
Entertain	entertained	entertained
Estimate	estimated	estimated
Equip	equipped	equipped
Fabricate	fabricated	fabricated
Facilitate	facilitated	facilitated
Fortify	fortified	fortified
Hear	heard	heard
Hire	hired	hired
Hope	hoped	hoped
Hypothesize	hypothesized	hypothesized
Imagine	imagined	imagined
Infer	inferred	inferred
Interrogate	interrogated	interrogated
Jettison	jettisoned	jettisoned
Jingle	jingled	jingled
Judge	judged	judged

Kick	kicked	kicked
Kidnap	kidnapped	kidnapped
Kiss	kissed	kissed
Labor	labored	labored
Lessen	lessened	lessened
Love	loved	loved

Mistakes are commonly made when using the wrong form for the past tense:

done for *did* *come* for *came*

seen for *saw* *swum* for *swam*

dove for *dived* *run* for *ran*

drunk for *drank*

Mistake is also made when using the wrong form for the past participle:

went for *gone* *did* for *done*

swam for *swum* *tore* for *torn*

began for *begun* *came* for *come*

Irregular Verbs

Simple Form	past Form	Past Participle
Am/be	was	been
Awake	awoke	awaken
Begin	began	begun

Beat	beat	beaten
Buy	bought	bought
Bring	brought	brought
Bite	bit	bitten
Choose	chose	chosen
Catch	caught	caught
Drive	drove	driven
Draw	drew	drawn
Eat	ate	eaten
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got	gotten
Hide	hid	hidden
Meet	met	met
Rise	rose	risen
Ride	rode	ridden
Ring	rang	rung
Run	ran	Run
Shake	shook	shaken
Stride	strode	stridden
Swear	swore	sworn
Sink	sank	sunk
Shrink	shrank	shrunk
Spring	sprang	sprung
Tell	told	told
Tear	tore	torn
Wear	wore	worn
Weave	wove	woven

Special Irregular Verbs

Bet	bet	bet
Broadcast	broadcast	broadcast
Cut	cut	cut
Hit	hit	hit
Hurt	hurt	hurt
Let	let	let
Put	put	put
Set	set	set
Quit	quit	quit

Day 10

'Even if you do learn to speak correct English,

Whom are you going to speak it to?'

-Clarence Darrow-

'If the English language made any sense,

A catastrophe would be an apostrophe with fur.'

-Dong Larsan-

Thirty Basic Rules in Subject-Verb Agreement and Grammar

1. A verb agrees with its subject in person and in number.

Wrong: They doesn't understand what to do.

Right: They don't understand what to do.

2. The number of noun in phrase introduced by the preposition <u>of</u> does not affect the number of verb.

Wrong: A list of books were made by Merry.

Right: A list of books was made by Merry.

3. Compound subject joined by and ordinarily take the plural form of the verb.

Wrong: Here comes Alvin and Junjun.

Right: Here come Alvin and Junjun.

4. When to or more singular subjects are joined by or or nor, a singular form of the verb is required.

Wrong: A man's success or failure lie his hands.

Right: A man's success or failure lies his hands.

5. Intervening phrases introduced by of, with, together with, as well as, including, besides, no less than, in addition to, accompanied by, not, do not affect the form of the verb.

Wrong: The teacher, together with her pupils, were there.

Right: The teacher, together with her pupils, was there.

6. Compound nouns joined by and use the singular form of the verb if they are regarded as a unit.

Bread and butter were all she ask for.

Rice and vegetable is the staple food of the Filipinos.

7. When the subject and predicate nominative differ in number, the verb must agree with the subject not the complement.

Wrong: The theme of the essay are the experiences of our heroes.

Right: The theme of the essay is the experiences of our heroes.

8. Compound subject joined by <u>either-or, neither-nor, not only-but also</u> ordinarily take verbs agreeing in number with the nearer subject.

Wrong: Not only the students but also the teacher are learning.

Right: Not only the students but also the teacher is learning.

9. When the subject cames after the verb make sure that the verb agrees with its subject.

Wrong: In this school is enrolled several alien students.

Right: In this school are enrolled several alien students.

10. Never begin a sentence with a participle that does not logically modify the subject of the sentence.

Wrong: Walking around the campus, the bell rang.

Right: Walking around the campus, I heard the bell rang.

11. Sentence elements that are grammatically connected should be closed together.

Wrong: I, after the class, went to the movies.

Right: I went to the movies after my class.

12. Modifiers should be placed as near as possible to the words they modify.

Wrong: He rushed into the room just as we are singing the last song breathless with excitement.

Right: Breathless with excitement, he rushed into the room just as we are singing the last song.

13. Avoid dangling modifiers.

Wrong: Having taken the entrance examinations, the President of the college accepted me.

Right: After I had the entrance examinations, the President of the college accepted me.

14. Ordinarily, <u>this</u> and <u>that</u> take the singular form of the verb while <u>these</u> and <u>those</u> take the plural form of the verb.

That is a good idea.

These are times that try man's soul.

15. The following indefinite pronoun belongs to the third person. Take the plural form of the verb: <u>All, both, few, several, some.</u>

All were satisfied.

Both are to be blamed.

16. The following indefinite pronoun, whether singular or plural in meaning are ordinarily used with the third person singular form of the verb: <u>each, everybody, everyone, everything, any, anybody, anything, somebody, someone, something, one, thing, nobody, either, neither, the other.</u>

Each arrives on time.

Everything is in order.

17. The <u>title</u> of a book is considered singular.

The "Dialogs" of Plato is great classic.

18. The word <u>people</u>, meaning many person in plural, Peoples refer to different races.

The people were excited about the news.

The peoples at Asia need to be united.

19. The expression the number of takes the singular form of verb, while the expression a number of takes the plural form of verb.

The number of students in the class is limited.

A number of books are on reserved in the library.

20. Noun referring to money, time measurement or distance that is preceded by an expression of amount or quantity is considered singular and take the singular form of the verb.

Five hundred pesos of apple are yours.

Four weeks is a long time to wait for you.

21. The number of the noun that follows an expression of fraction or portion determines the number of the verb to be used.

Half of the apple was eaten by the rats.

One half of the apple is yours.

22. Sentences introduced by it take the singular form of the verb.

It is time to say goodbye.

It is my duty to take care of our parents.

23. The number of the subject of a sentence introduced by there determines the verb to be used.

There are times when she is lonely.

There are six school days in a week.

24. The verb takes an s when it is used in the third person singular of the present tense.

Ramen Lloyd plays football vigorously.

25. The expressions one of the, the number of and a number of are always followed by the plural nouns.

One of the girls is absent.

A number of books were stolen.

The number of apples was rotten.

26. Some nouns are plural in form. Measles, mumps, pants, shorts, scissors, trousers

The news for today is about the Government’s corruption.

27. Nouns such as Mathematics, Statistics, Economics Politics, and Physics are used with the singular form of the verb when they refer to an area of study.

Mathematics is required or Math majors.

Politics is not dirty perse, but the politicians are the ones making it dirty.

28. Possession is usually shown by adding apostrophe (') or apostrophe and s ('s) to a noun.

The student's Club.

29. The infinitive of the verb is always in the simple form.

To love is an adventure.

Long ago, Pidoy's dream was to live in a forest.

30. Nouns singular in form but function collectively.

Information, food, equipment, jewelry.

Day 11

"Moods can create an unpleasant atmosphere

Verbs: Voice

Active and Passive Voice

Voice is a grammatical term that is used to tell whether the subject of the sentence is acting or is receiving the action expressed by the verb.

Active voice is to be when the subject is the doer of the action.

* Chan jumped over the obstacle.

* Jelly played the guitar.

* Allen sang 10 songs.

A verb is in the passive voice when the subject does not perform the action; in the other words, the subject is passive.

* The house painted by Larry.

The Active voice is the better form to use. Never use the passive voice either in speaking or writing when the active voice would be more natural or more direct.

Passive voice: The play was written by Shakespeare.

The telephone was invented by Alexander Graham Bell.

Active voice: Shakespeare wrote the play.

Alexander Graham Bell invented the telephone.

Passive voice can be uses when what was done is more important than the doer of the action.

Moods of Verbs

Mood shows the speaker's attitude in relation to the happening, When we apply the term of mood to verbs, we mean the manner in which the verb expresses the action or state of being.

A. The indicative mood expresses fact or asks a question. It is commonly used on our daily conversation.

The student typed the letter. (Fact)

Where shall we take our vacation this summer? (Question)

B. The imperative mood expresses a command or a request. It is always used in the present tense.

Please bring my umbrella to the office. (Request)

Go away! (Command)

C. The subjunctive mood is used to express a wish or a command. Its forms are like the indicative mood with the only difference in the third person singular of the present tense where the s ending of the verb is omitted.

Indicative: He talks loud.

Subjunctive: He insists that he talk loud.

For all persons, the subjunctive form of the verb to be is be:

* That I be good is my father's wish.

* That you be silent is the teacher's command.

* That she be good is what I'm praying for.

The past subjunctive form of the verb to be is "were". In statements contrary to fact and statements expressing doubt, this form is used.

* If I were a Queen, I would travel a lot.

Subjunctive Forms of the verb "to be"

Present tense	Singular	Plural
First person	(If) I be	(If) we be
Second person	(If) you be	(If) you be
Third person	(If) he be, (If) she be	(If) they be
	(If) it be	

Past tense	Singular
First person	(If) I were
Second person	(If) you were
Third person	(If) he were, (If) she were, (If) it were

Past tense	Singular
First person	(If) I have been
Second person	(If) you have been
Third person	(If) he have been, (If) she have been, (If) it have been

English Modals

The modals of English are auxiliary verbs. They express particular meanings.

Can- Could

1. Can has two tenses- the present tense can and the past tense could.

2. Can may mean.

A. Ability

* I can sing well.

* Eunice can play the whole day.

B. Possibility

Anyone can lose much money in gambling.

C. Permission

You can go to the doctor now.

3. since can has only two tenses, the expression "to be able to" is used as a substitute for all tenses.

4. Could is used in the same was as can although could may be used in all negative sentences in the past.

A. "Could" may be used in positive sentences in the past only when ability is general or over a period of time is indicated.

Luzviminda could speak Spanish when she was young.

Fredi could always climb the tallest tree when he was a small boy.

May- Might

1. May has only two tenses- the non-past tense may and the past tense might.

2. May is used to express.

A. permission

* May I leave the room?

* You may go.

B. doubt or possibility

* The bus may arrive late

* He may come but I doubt it.

C. purpose

They are working on their research so that they may pass the subject.

They are saving now so that they may finance the children's education.

3. The past tense of "May" is might, it is used in the same way as may.

* He said that I might be late.

* It seems that the plane might be late.

4. May has a special past tense form, obtained by the use of the auxiliary verb have and the past participle of the main verb. This is used only to indicate possibility in the past.

* Lito may have gone to school or he may have gone home.

* Mady may have done the work.

Should- ought

1. Should and ought followed by an infinitive are used to express a mild form of duty or obligation.

2. Should and ought have the same meaning and can be used interchangeably.

3. Should is more common than ought.

* Students should study harder.

* You ought to study harder.

4. When the duty or obligation is in the past, should and ought are followed by a perfect infinitive, the modal have is used, followed by the past participle of the verb.

5. The force of should and ought in the past tense form is nearly negative, indicating that the duty or obligation was not fulfilled.

* You should have finished your book report.

* You ought to have done your assignment.

6. Should and ought are also used to express probability.

* Your investment should produce big interest.

* You ought to graduate next year.

Must- Have to

1. "Must" has only one form, the present tense.

2. Must is used to express the following:

A. Strong necessity or command

* You must attend your class.

* She must work today.

B. Strong probability

* This bag must be yours: it has your name on it.

* Yves is absent: she must be sick.

3. "Have to" is used to express necessity in all tenses followed by an infinitive.

* Justine and Kyle <u>have to</u> study tonight.

* She <u>had to</u> take the exam.

4. It is possible to form a negative sentence with <u>to have</u> by placing not after the verb.

* April has not anything to give.

* Dorothy hasn't a peso.

5. When <u>to have</u> is use together with an infinitive to express necessity, the tense caries <u>do, does,</u> and <u>did.</u> They are uses to form all negatives and questions.

* You do not have to do it.

* Do I have to do it?

Day 12

"Action may not always bring happiness;

But there is no happiness without action."

-Benjamin Desraeli-

Agreement of Subject and Verb

One common error made in both speaking and writing is the lack of agreement between the subject noun or pronoun and the predicate verb.

1. The verb must agree with its subject in person or number.

Correct: Jelly does not want to go to the office today.

You were not in the hall last night.

Incorrect: Jelly do not want to go to the office today.

You was not in the hall last night.

Exercise:

Subject-Verb Agreement

1. Everybody in the theater _________ disappointed when the guest star did not arrive.

A. was b. were

2. At the end of the hallway __________ an old painting and several antique jars.

A. was b. were

3. He is one of those basketball players who always __________ into trouble.

A. get b. gets

4. You should have __________ your glasses in a safer place.

A. lain b. laid

5. The number of students in the university __________ from year to year.

A. vary b. varies

6. __________ there any one of the books I lend which you particularly like?

a. Is b. Are

7. Almost everything in the film, including its cinematography and art direction __________ to its cinematic quality.

A. add b. adds

8. The President, as well as his Ministers, __________ present in the meeting at the Manila Hotel

A. was b. were

9. Two-thirds of the place __________ under water.

A. was b. were

10. Wood curving __________ been an important industry among the people of Peete.

A. has b. have

Agreement of Verb with Compound Subject

Compound subject are usually connected by *and, or, nor, either-or, and neither-nor.*

Components of Compound Subject

A. If two parts of a compound subject separated by the words "and" and if both parts refer to different individuals, the compound subject is considered plural and the verb must be plural.

* The manager and the owner were present in the meeting.

B. If two parts of a compound subject is separated by the word "and" and if both parts refer to single person or thing, or form a single unit, the compound subject is considered singular and the verb must be singular.

* The manager and the owner of the company was present in our meeting.

Agreement with Collective Nouns

Collective noun represents a group of person or object.

If the collective noun is particular sentence represents the individual acting as a unit, the noun is singular. If the sentence indicates clearly that the individuals are acting separately, the noun is plural.

Acting as a unit: The community is opposing the cementing of this road.

As a unit: The troop is marching.

Acting as individuals: The teacher organized their schedules.

Agreement of Verbs with Indefinite Pronouns

A. The indefinite pronouns *one, no one, anyone, everyone, someone, anybody, nobody, everybody, somebody, each, either, and neither* are always singular and take a singular verb.

B. When *many a, each*, and every, are used to introduce a sentence and function as adjectives, the subject is singular.

C. The indefinite pronouns *several, few, both* and *many* are always plural.

D. The indefinite pronouns *some, none, any,* and *all* are singular or plural depending on the meaning of the sentence. When these words refer to a quantity or mass taken as a whole, they are generally considered as singular. When they refer to a number, they are regarded as plural in meaning.

E. Some nouns are plural in form, but singular in meaning. Examples of nouns that take a singular verb are *mumps, measles, news, physics,* and *mathematics.*

Day 13

"The wisest mind has something yet to learn."

-George Santayana-

Special Cases of Agreement

A. Words like *pants, pliers, scissors,* and *tongs* are plural and take a plural verb. When the word *pair* is used as a subject, the subject is regarded as singular and takes a singular verb.

Correct: A pair of scissors is all I need.

Incorrect: A pair of scissors are all I need.

B. A plural noun that shows weight, extent, or quantity is singular, and takes a singular verb.

Correct: Two million pesos is the price of a brand new car.

Incorrect: Two million pesos are the price of a brand new car.

C. The words *half* and *part* are singular or plural according to the meaning of the sentence. When these words refer to a mass or a section, they are singular. When they refer to a number of individuals or thing, they are plural.

Plural: Half of the children have eaten.

Singular: Half of the cake is left.

D. When the word *number* is preceded by the article *a,* it takes a plural verb; however, when it is immediately preceded by the article *the,* it takes a singular verb.

Correct: A number of teachers are waiting for you.

The number of teachers waiting inside is small.

Incorrect: A number of teachers is waiting for you.

A number of teachers waiting inside are small.

E. Usually, the name of a firm is often regarded as singular even when there is a plural form in the tittle.

Correct: Kindles, a company distributing books, has opened many branches in the Philippines.

Incorrect: Kindles, a company distributing books, have opened many branches in the Philippines.

F. Sometimes a sentence begins with the word *there* or *here.* neither of these words could be a subject of a sentence. If you want to determine the true subject of a given sentence, you can transpose it so that the true subject will appear at the beginning of the sentence.

* There are five nurses in the operating room.

Transpose to:

* Five nurses are there in the operating room.

Day 14

“Faith is the source of my power,

Sorrow is my friend.

Knowledge is my weapon,

Patience is my Grab and Virtue”

-Mohammad-

Complements

A sentence may contain a noun or pronoun as a subject, and a verb that makes up the predicate. Many sentences, though, require an additional group of words in order to express a complete though.

* I threw. (This is not a sentence as it does not express a complete though although it contains a subject as a verb that serves as a predicate. Some words are needed to express what I threw.)

* I threw the stone. (The *stone* completes the sentence)

Complements of Action Verbs

A complement completes the meaning expressed by the verb (like woman and a man, if they both agree).

A. Direct object a verb expresses action. The direct object of a verb names the receiver of the action.

B. Transitive verb takes a direct object, and shows the doer of the action in the subject and a receiver of the action, the direct object, in the predicate.

C. Intransitive- Any verb that does not take a direct object.

Transitive verb: The old man embraced his long lost son.

Intransitive verb: The son was embraced tightly.

D. Indirect subject tells whom the action is directed or for whom the action is performed. Some verbs that express action take two objects, a direct and an indirect object.

Complements of Linking Verbs

It is not only action verbs that have complements. Linking verbs required complements as these cannot make complete predicates. For example, the linking verb is requires some additional word or words to express a complete predicate. That word can be a predicate noun, predicate pronoun or a predicate adjective.

Day 15

“An angry man opens his mouth

And close his eyes.”

Prepositions

Preposition is placed before a noun or pronoun and shows the relationship that exists between that noun or pronoun and some other word in the sentence.

* The ball was placed under the table.

Object of the Preposition

* I will take a walk *in* the woods.

In this example, the word *in* is the preposition placed before the noun *woods* to show the relationship between the verb *walk* and the noun *woods.* The noun woods that follows the preposition is called the Object of the preposition *in.* The entire group of words in the woods is called prepositional phrase.

Prepositional phrase contains a preposition. Is a group of words because of your attitude.

Two Groups of Prepositions

A. Compound Prepositions consists of two or more words, it is regarded as a unit, or as a single preposition.

B. Phrasal preposition a preposition may be a word or a phrase, and contained in the prepositional phrase. It is a case of a phrase contained in a longer phrase, and a group of words because of, or a group of words according to.

Compound Prepositions that are in Common use:

according to	in consideration of
along side of	in apposition with
along with	in front of
because of	in regard to
by means of	in respect to
by reason of	in spite of
by way of	instead of
Contrary to	on account of
for the sake of	out of
in addition to	with reference to
in accordance to	with regard to
in case of	with respect to

Commonly used Prepositions:

Above	at	by	into	toward
About	before	down	like	through
Across	behind	during	near	under
After	below	except	of	until
Against	beneath	for	off	up
Among	between	in	since	with
Around	but	inside	to	within

Day 16

“It is not wrong to be rich
If such gains are obtained
Through rightful means.”

Cases of Nouns and Pronouns

Three Cases in English

A. Nominative case is the case of the subject.

B. Objective case is the case of the object.

C. Possessive case is the case that shows ownership.

Cases of Nouns

A. Nominative Case of nouns- a noun can be the subject of the sentence, if noun is used as the subject of the sentence then it is in the nominative case.

Predicate noun sometimes, a noun is found in the predicate but refers to the same person or thing as the subject, is also in nominative case.

A noun used as a subject of a sentence, as well as a predicate noun because it also refers to the same subject, are both on the nominative case.

* The lead actor was Tom Cruise.

B. Objective Case of nouns- if the noun is used as the object of a verb or a preposition.

Cases of Pronouns

A. Nominative case of pronouns if they are used as subjects of sentences, or used as predicate pronouns. Mistakes are seldom made in selecting the correct form of the pronoun to use as the subject of the sentence. Mistakes are frequently made, however, when a pronoun is used as a predicate nominative.

* I love driving.

The pronoun *I* is the subject of the sentence and is thus in the nominative case.

It is you.

The pronoun *"you"* is a predicate pronoun and refers to the same subject as the word it.

B. Objective case of Pronouns when they are used as objects of verbs, or as objects of prepositions. The correct forms to use in the adjective case are:

Singular	Plural
me	us
you	you
him	them
her	whom
it	
whom	

The table shows the nominative case forms and the objective case forms of each of the six pronouns.

Nominative Case		Objective Case	
Singular	Plural	Singular	Plural
I	we	me	us
you	you	you	you
he	they	him	them
she	they	her	them
it	they	it	them
who	who	whom	whom

Possessive Case of Nouns and Pronouns

The possessive case is use to show ownership.

1. Possessive Case of Nouns

Nouns can show ownership when they are in the possessive case. There is just one easy rule to follow.

A. If the singular form of the noun does not end in s, x, or z, add apostrophe and s ('s) at the end of the noun.

B. If the singular form ends in s, x, or y then add the apostrophe (') at the end of the noun.

* Mr. Juan's invention

*Francis' car

* Mr. Ferdz' ford

* Fort Knox' guns

*baby's dress

* Tiger's lair (one tiger)

* Tigers' lair (many tiger own the lair)

2. Possessive Case of Pronouns

There are pronouns that do not point specifically to a person, place or thing. Indefinite pronoun does not have special forms to show case.

The possessive case if indefinite pronouns are formed in the same way as the possessive case of nouns.

For indefinite pronouns (such as anybody, somebody, everyone and anyone) the possessive case is formed in the same way as the possessive case of nouns: add apostrophe (') and s ('s).

* Everyone’s opinion

* Another’s dream

*someone's book

Personal pronoun (such as I, we, you, he, she, it, they) and the pronoun who have special possessive forms (my, mine, our, ours, your, yours, his, her, hers, its, their, theirs, whose) to indicate ownership and must be used without adding apostrophe and s.

Correct: Whose paper is this?

Incorrect: Who's paper is this?

Personal pronouns

	Singular	Plural
First Person		
Nominative Case	I	we
Possessive Case	my, mine	our, ours
Objective Case	me	us
Second Person		
Nominative Case	you	you
Possessive Case	your, yours	your, yours
Objective Case	you	you
Third Person		
Nominative Case	he, she, it	they
Possessive Case	his, her, hers, its	their, theirs
Objective Case	him, her, it	them

Relative and Interrogative Pronoun *Who*

Case	Singular and Plural
Nominative	who
Possessive	whose
Objective	whom

Day 17

"A boil cannot be cured by merely cutting it off.

In the same manner,

We never experience peace by force

But by removing the main cause of the conflict."

Adjectives

Adjectives are words that describes, limit or modify nouns and pronouns. It adds life and color to your sentences. It answers any of the following questions regarding the particular noun or pronoun that it describes:

What kind?

How many?

How much?

Which one?

Let's look at the following nouns:

Winnie

Food

Building

Friday

Song

Dogs

Adjectives give a clearer picture about the nouns and pronouns that they describe.

Let's place adjective to our nouns and pronouns:

Lovely Winnie

That food

Tallest building

Quite Friday

Familiar song

Colorful dogs

Here are more examples of how adjectives describe nouns:

What kind?	How many?	How much?	Which one?
Clear sky	ten apples	enough water	those pants
Lovely road	three roads	inadequate air	this road
Old house	five houses	ample room	that house

There are three uses of Adjectives:

1. A noun modifier is usually placed directly before the noun it describes.

* He is an intelligent man.

2. A predicate adjective follows a linking verb and modifies the subject.

* She is happy.

* I fell terrible.

3. An article or noun marker is another name for these adjectives- *a, an*, and *the.*

"The" is used with a specific noun. It is used when the noun it modifier refer to a definite object, person, or place.

"An" is indefinite articles and is used with a nonspecific noun that begins with a vowel or an unpronounced *h.*

"A" is used to modify singular nonspecific nouns that begin with a consonant.

Kinds of Adjectives

1. Indefinite adjective- some, many, much, several, few, a few, a great deal of, little

A. With countable nouns- I have (many, several, few) books at home.

B. With non-countable nouns- I have (much, a great deal of, little) information on history.

C. With both plural countable and non-countable nouns- he has (some, a lot of, enough) money.

D. The infinitive adjectives much, many, little, and few may be modified by too and very.

You are making too much noise.

Numerals - one, two, three (cardinals),

First, second (ordinals)

* He gave me three red roses.

* She is the third contestant.

3. Descriptive- new, all, blue, charming

* The charming woman is my mother.

* The black car belongs to my husband.

4. Proper- proper nouns modifying another noun

* Philippine flag

* Persian bag

* Philippine peso

5. Nouns that modify nouns

* Oak tree

* Paper bag

* Paper doll

6. Phrase and clauses that modify nouns.

* The girl watching television is Charlene, my sister.

7. A clause modifying a noun is usually introduced by a relative pronoun (that, which, who, whom, whose, where)

The man who is driving the car is my husband.

The teacher whom I admire received an award.

Pronouns as Adjectives

1. Possessive adjectives- The possessive forms of personal pronouns are often used with nouns in much the same way as the possessive forms of nouns. Although by structure the words are called pronouns, by virtue of their function.

* This is your book.

2. Demonstrative adjectives

Demonstrative pronouns point out definite persons, places, or thing.

Indefinite pronouns do not point our particular places, persons, or things.

The following words in italics are demonstrative pronouns in structure functioning as demonstrative adjectives.

* This radio set

* That calendar

* These books

* Those trees

3. Indefinite adjectives are also called indefinite pronouns.

* Each girl

* All students

* Any candidate

4. Interrogative adjectives are also called interrogative pronouns.

* Whose house is that?

*Which seat do you prefer?

Adjectives can also be found in the predicate. Some of these adjectives in the predicate describe nouns located also in the predicate while others describe nouns located in the subject. The latter are called predicate adjectives.

Day 18

"A good marriage would not be between

A blind wife and

A deaf husband."

Adjectives have Comparison

1. Positive degree denotes quality; no comparison is needed.

* Your suggestion is good

Comparative degree denotes quality in the greater or lesser degree: used when two are being compared.

A. The comparative degree of almost all one syllable adjectives is formed by adding *er* to the positive degree, or to the simple form of the adjective.

B. If the adjective ends in *y,* change *y* to *i* before adding er. Some adjectives change in the form of the word. In others, you may need to prefix such comparative words as *more* and *less*.

* My wife was more emotional than her mother.

Superlative denotes quality in the greatest or least degree; used when more than two are being compared.

Adjectives of one or two syllables form the comparative degree by adding *er* to the positive and *est*

B. Three or more syllables form the comparative by using more or less and the superlative by using *most* or *least.*

C. Some adjectives are compared irregularly.

* Fidie has the sharpest mind in class.

Degrees of Comparison

Positive	Comparative	Superlative
Bad	worse	worst
Big	bigger	biggest
Comfortable	more comfortable	most comfortable
Difficult	more difficult	most difficult
Famous	less famous	least famous
Fat	fatter	fattest
Fine	finer	finest
Good	better	best
Late	later	latest
Little	less	least
Many	more	most
Out	outer	outset
Wide	wider	widest

Farther refers to distance or remoteness in space.

Further refers to remoteness in time, to degree, extent, or quantity. Further is also used to express the idea of something more or additional.

Positive	Comparative	Superlative
Far	further	furthest
Far	farther	farthest

Adjective that are not compared

Perfect	unique	square	universal
Single	supreme	fatal	empty
Vertical	full	alone	dead
Final	mortal	round	deadly
Straight	blind	everlasting	wrong
Almighty			

Day 19

“For yesterday is but a dream,

And tomorrow only a vision,

But today, well-lived, makes every yesterday

A dream of happiness,

And every tomorrow

A vision of hope and joy.

Look well then to this day.”

Adverbs

An adverb modifies a verb, an adjective, or another verb.

Fast, slowly, very, well

Adverbs answer the questions how, where, when, and to what degree.

Adverbs should not be used to modify nouns.

Kinds of Adverb

1. Adverb of manner answers the question how?

* He writes neatly.

* My cousin works hard.

2. Adverb of time answer the question when?

* She is coming tomorrow.

* Please deliver our magazine now.

3. Adverb of place answers the question where?

* Let us meet in the restaurant.

* Here is the book you are looking for.

4. Adverb of frequently answers the question how often?

* He writes to him regularly.

* He visits me every month.

5. An adverb of degree answers the questions how much, how small, how long, to what extent, etc.

These kind of adverbs usually modify adjectives or other adverbs.

* The painting is almost finished.

* The mango is very sweet.

6. An interrogative adverbs asks a question.

* Where are you now?

* How many times have you read the English Grammar Book?

Exercise1: Change the following adjectives to adverbs

1. Careful 6. Slow

2. Fast 7. Merry

3. Weak 8. Graceful

4. Easy 9. Quick

5. Neat 10. Quiet

Exercise2: complete the sentence by choosing the appropriate adverb.

In the crib	in the park	under the table
In the playground	in the library	everywhere

1. The children are ______________.

2. The students are researching _____________.

3. Noise and dirt are ___________.

4. Thru baby lies ___________.

5. The cat sleeps __________.

Degree of Comparison

Like Adjectives, Adverbs can be used to compare. The three degrees of comparison are: positive, comparative, superlative.

A few adverbs form the comparative degree by adding *er* to the positive degree.

They form the superlative degree by adding est to the positive degree.

Most adverbs are compared by placing before the positive forms, the words “more” or “less” for the comparative degree and most or least for the superlative degree.

4. Like adjectives, a few adverbs are compared irregularly.

Positive	Comparative	Superlative
Abruptly	more abruptly	most abruptly
Awkwardly	less awkwardly	least awkwardly
Carefully	more carefully	most carefully
Discreetly	more discreetly	most discreetly
Efficiently	less efficiently	least efficiently
Fast	faster	faster
Far	farther	farthest
Far	further	furthest
Favorably	less favorably	least favorably
Gratefully	less gratefully	least gratefully
Hard	harder	hardest
Late	later	latest
Near	nearer	nearest
Quick	quicker	quickest
Slow	lower	slowest
Soon	sooner	soonest

Some adverbs are not compared. The following adverbs cannot be used in the comparative or superlative degrees.

Before	ever	here
Never	no	that

Now	so	then
There	thus	too
Very	past	yes
By	back	whenever

Day 20

"Selfishness is the cause of jealousy,

While jealousy nurtures selfishness."

Preposition

A preposition shows the relation between a word and a noun and pronoun that follows. It indicates

A. Place and position- across, above, below, between, behind, beyond.

B. Direction and motion- in, toward, out of, about, around, though, by, down, over

C. Time- at, before, after, during, since, until

Exercise: Give the correct answer.

1. Feeling terribly sorry (about, over, for) one's self is not good for his health.
2. To distinguish (between, at, among) an adjective an adverb is not easy.
3. Joyce Allen was born (in, on, at) October 14, 1993.
4. My friend lives (at, in, on) 143 San Jose Del Monte Bulacan.

5. Our memory fades (across, behind, beyond) the time.

Commonly used as Prepositions

Above	at	by	into	toward
About	before	down	like	through
Across	behind	during	near	under
After	below	expect	of	until
Against	beneath	for	off	up
Among	between	un	since	with
Around	but	inside	to	within

Prepositional Phrases

A prepositional phrase is a phrase that functions as an adjective or an adverb. Structurally, a prepositional phrase consists of the preposition and the object of the preposition.

Phrase is a group or words without a subject and predicate that functions as single part of speech.

* We went up the highest hill.

* The woman with long hair is a swimmer.

Types of Prepositional Phrase

A. An adjective phrase is a prepositional phrase that modifies a noun or pronoun. It is often the equipment of an adjective.

* The chemical inside the drum is leaking.

The prepositional phrase is the group of words inside the drum. The phrase also functions as an adjective because it modifies the noun chemical.

* The view across the river is breathtaking.

The prepositional phrase is the group of words across the river. The phrase also functions as an adjective because it modifies the subject view.

B. An adverbial phrase is a prepositional phrase that modifies a verb, an adjective, or an adverb. Like the adverb, the adverbial phrase answers the questions: when? Where? How? And to what extent? Adverbial phrase expresses time, place, manner and degree.

* My classmate lives on Ayala Avenue. (Expresses place- on is used to indicate names of streets, avenues, etc.)

* My classmate lives in Canada. (Expresses place- in is used to indicate the names if cities, provinces, countries and continents)

* My classmate lives at 111 Ayala Avenue, Pasig City. (Expresses place- at is used to indicate specific address.)

The Correct Use of Prepositions. *Around* means encircling. About often means approximately. Do not use around when you mean approximately.

Correct: The book about costs $99.

He weighed about 250 pounds.

You can tie a rope around its belly.

Incorrect: The book costs around $99

He weighed around 250 pounds.

You can tie a rope about its belly.

B. One *agrees to* a proposal, but *agrees with* a person.

Correct: We agree with you.

Incorrect: We agree with his suggestion.

C. Beside means by the side of. "Besides" means "in addition to".

Correct: Can Angelo sit beside you?

Incorrect: Can Angelo sit besides you?

D. *Between* is used when referring to two.

Among is used when referring to more than two.

Correct: Mikoy and Ramen divided the money between them.

The Thirty students divided the money among themselves.

Incorrect: Micoy and Ramen the money among them.

The thirty students divided the money between themselves.

E. One *differs* with a person in the matter of opinion. A person or thing *differs* from the. In certain respects; that is, the person or thing is unlike another in certain respects.

I differ from you of the matter of how we should proceed. (Incorrect- differ in opinion)

I differ with you on the matter of how we should proceed. (Correct- differ in opinion)

Cebu differs with Manila in many ways. (Incorrect- in certain respects)

Cebu differs from Manila in many ways. (Correct- in certain respects)

F. *Different* from is correct. Do not use *"different than",* which is incorrect.

Correct: Her testimony in court was different from what she told me.

Incorrect: Her testimony in court was different than what she told me.

G. The preposition *in* indicates location or motion within a place.

The preposition *into* indicates motion toward the inside from the outside.

* The swimmer jumped into the pool. (Motion from the outside)

* She is swimming in the pool. (Motion within a place)

H. Over expresses the idea of place. More than expresses the idea of quality.

Correct: The box contains more than one hundred apples.

Incorrect: The box contains over one hundred apples.

I. Do not say *in* regards to or with regards to. The correct expressions are in regard to and with regard to.

Correct: In regard to your request, we are sending the package.

Incorrect: In regards to your request, we are sending the package

Day 21

"I can control my anger,

I can subdue irritability,

I will keep cool and be unruffled,

I will be unmoved by anger as a rock,

I am courageous and full of hope."

Conjunction

Conjunctions connect words or group of words.

Conjunctions join the independent clause and are used as transition words.

Therefore	also	however
in fact	indeed	hence
consequently	furthermore	on the other hand

Types of Conjunctions

A. A coordinating conjunction- coordinates tie together words that have the same grammatical construction.

and	but	for
nor	or	yet
for	so	

* Julia and Petra are pretty girls.

B. A correlating conjunction is used in pairs to connect the same kind of words or group of words.

both...and	neither...nor
whether...or	either...or
not only...but also	

* Neither we nor they want it.

* I will visit you, whether by boat or by plane.

* Xyli is not only beautiful, but also brilliant.

C. A subordinating conjunction is function words that join an independent clause to a main clause, or connects two ideas by making one idea dependent on the other. The relation may be one of:

1. Cause (as, because, in as much as, since)

2. Comparison (as...as, so...as, than)

3. Concession (although, though, while)

4. Condition (if, provided that, unless)

5. Manner (as, as if, as though)

6. Place (where, wherever)

7. Purpose (in order that, so that, that)

8. Result (so that, so...that, such...that)

9. Time (after, as, before, since, till, until, when, while)

Exercise1: Join the sentences into one compound sentence. Use and, but, yet, or and so.

1. The children came along. The party was postponed.

2. The Philippines is said to be beautiful country. I like Baguio best.

3. The students studied hard. They scored high in the test.

4. The sun is bright. The wind is warm.

5. My friends passed the test. They will graduate.

Exercise2: Prepositions and Conjunctions

1. I have no means (of, in) getting to the theater.

2. You must do (as, like) I tell you.

3. Divided these brochures (among, between) all those attending the workshop.

4. I can't afford to go to the party; (beside, besides) I have other things to do.

5. Your business prospects are different (from, than) mine.

6. I do not know (whether, as how) I can take the last trip to Palawan.

7. Those children look (as if, like) they have a holiday.

8. I had hardly slept a wink (when, until) he called.

9. We arrived (in, at) Baguio last night.

10. Don't (blame, put the blame) on him alone.

Interjections

ah	alas	bah
darn	goodness	hey
oh	pshaw	uh
ugh	whew	wow
ouch	what	hurry
yippee	good	well

* Well! When are you leaving?

* Ouch! You’re touching me.

Chapter III

Clauses

Day 22

"As you see - so you feel

As you feel - so you think

As you think - so you will

As you will - so you act."

Clauses

A clause is a group of words that has a subject and a predicate, and clause is part of a compound sentence.

Two Kinds of Clauses

1. Independent clause contains a subject and a predicate. It can stand by itself as a complete sentence.

A main clause expresses a complete thought.

* I am doing my best.

* Group B will cook our meals.

2. Dependent clause is a group of words that has a subject and a predicate, but the clause cannot stand alone as a complete sentence. It is only a part of a sentence. Dependent clause also called subordinate clause, it is usually introduced by a subordinate conjunction or by a relative pronoun. Both of these connecting words would communicate that the clause is subordinate, or dependent, to a main clause.

* Because my sister borrowed my car. (Dependent clause)

* I was unable to visit you because my sister borrowed my car. Complete sentence)

Types of Dependent Clauses

Adverbial clauses

1. Adverbial clauses function as adverbs. Adverbs modify verbs, adjectives, and other adverbs. Adverbs tell how, when, where, and to what extent the action is performed. Adverbial clauses answer the same question and, in addition, express several other ideas which the simple adverb does not express.

* I always wake up <u>when the alarm clock rings</u>.

Subordinate Conjunctions

Subordinate Conjunction called connecting word because it makes the idea expressed by its clause subordinate to the main idea in the sentence.

-An adverbial clause is usually introduced by a subordinate conjunction.

-also shows the relation between the subordinate (dependent) clause and the word in the main (independent) clause which is subordinate clause modifies.

-is used to show that the clause which it introduces is a subordinate clause, and not a main clause.

-It also indicates the exact type of relationship that the subordinate clause has to the main clause.

The following are the Subordinate Conjunctions that are commonly used to introduce adverbial clauses:

After	even though	till
Although	except	though
As	if	unless
As--as	in order that	until
As if	provided	when
As long as	provided that	whenever
As soon as	since	where
As though	so --as	wherever
Because	so that	whether
Before	than	while

Even if	that	

* They played because they wanted to win the championship.

Kinds of Adverbial Clause

A. Time: I read the book *while* I was waiting for you.

B. Place: Please stand near the fountain *where* I can see you.

C. Manner: I tried to speak in front of the crowd *as* if I were a politician.

D. Degree: She worked *as* fast as was necessary.

E. Comparison: The professor came in late *than* her usual schedule.

F. Purpose: She studied very hard *so that* he will top the exam.

G. Result: The war is now inevitable *so that* we will have to evacuate.

H. condition: I will go to you provided1

I. Concession: Mr. Yani won the chess game *although* he sacrificed his queen.

J. Cause or Reason: The robot was destroyed *because* your younger brother toyed with it.

Subordinate Conjunction commonly used in adverbial clause of the various types:

A. Time: after, before, when, whenever, since, until, as soon as, while

B. Place: where, wherever

C. Manner: as, as if, as though

D. Degree: that, as---as, not so--as, than

E. Comparison: as, than so--as, as--as

F. Purpose: that, so that, in order that

G. Result: that, so that

H. condition: if, provided, provided that, unless

I. Concession: although, though, even if

J. Cause or reason: as, because, since

Common mistakes:

Incorrect: I run faster than him.

Incorrect: you can run as fast as us.

In an unfinished clause of comparison, supply the omitted words to check the case of the pronoun.

* I run faster than he (runs).

By supplying the omitted word *runs*, it is now clear that the pronoun he is used as a subject of the phrase *he runs* and should therefore be in the nominative case (he) and not in the objective case (him).

Similarly by supplying the omitted words in the second sentence, it will be clear that the pronoun we should be in the nominative case (we) and not in the objective case (us).

* You can run as fast as we (can run).

* You have played longer than *I.*

* The letter was sent to *me.*

* My daughter embraced *me.*

Exercise: Error Detection

Direction:

Each item below consist four sentences. All sentences may be correct or one of them may have an error or mistake in grammar. If all sentences are correct, write E on your answer sheet. If one of the sentences contains an error, write the letter of this sentences on your answer sheet.

1. a. Salome handed in an assignment this morning but it wasn't satisfactory.

B. Professor Lim told her that she had to do a paper again.

c. Xylita discovered that she left but a part of her assignment.

d. She blamed herself for her carelessness and promised to be more careful next time.

e. No mistakes.

2. A. I didn't saw Petra in the meeting this morning.

b. She was sick but I did not know that.

c. Do you think she will be able to come tomorrow?

d. I have to know because she was given me the paperback I lent her last week.

e. No mistakes.

3. A. If you are truly fond of someone you don't laugh at his mistakes.

b. You don't become disappointed when he doesn't seem able to do what has planned.

c. If you believe in his ability you help him develop confidence in himself.

d. This approach is very satisfying to both of you and will lead to a more pleasant relationship.

e. No mistakes.

4. a. Jonny spent two hours trying to solve the problem assigned to him.

b. At first he don't have any idea what the problem was about.

c. After restating the problem he was able to outline the steps he would do.

d. From then on, it was smooth sailing for him.

e. No mistakes.

5. A. We have lived in Batangas since 1980.

b. I think we will be making it our home because father and mother think it is a good place to bring up children.

c. Before 1980, my parents live in Aklan where they both taught at one of the schools there.

d. We found Malaybalay a peaceful place and a healthful one, free from the distractions of city life.

e. No mistakes.

Day 23

“We live and work and dream,

Each has his little scheme,

Sometimes we laugh,

Sometimes we cry,

And thus the days go by.”

2. Adjective Clauses

Adjective Clauses function as adjectives. Adjectives modify nouns and pronouns.

An Adjective Clauses is usually introduced by a relative pronoun.

A relative pronoun is a pronoun that joins an adjective clause to some word in the independent or main clause. Antecedent of the relative pronoun the word to which it joins the clause. The relative pronoun used in this way are:

Who	whom	which	that

* The manager who received the award was my high school teacher.

* I will buy you those toys that you requested yesterday.

* I saw the girl whom I met at the office.

It is often difficult to determine whether to use "who" or "whom" when one of these words is used to introduced a subordinate clause. You have to keep the following rule in mind:

Who is the correct form of the nominative case.

Whom is the correct form for the adjective case.

Whose is the correct form of the possessive case.

Incorrect: I met the lady who I saw carrying your radio.

Correct: I met the lady whom I saw carrying your radio.

Restrictive and Nonrestrictive Clause

1. Restrictive Clauses- clauses that are necessary to the meaning of the sentence. Commas do not set off a restrictive clause.

2. Nonrestrictive clause is a clause that is not essential to the meaning if the sentence. Commas set it off.

* Fernando Angue was the physicist <u>who invented the flying car.</u>

In our example, the clause is *who invented the flying car*. This clause identifies the man and is essential to the meaning of the sentence. The clause restricts the meaning of the sentence to the physicist who invented the flying car; therefore, it is essential to the meaning of the sentence.

* It is exciting to visit museums <u>that display Greek and Roman arts.</u>

The sentence above does not mean that it is exciting to visit museums. The meaning is restricted to visiting a certain type of museums; that is, the type of museums that display Greek and Roman arts. The underline clause is thus necessary to the meaning of the sentence. Commas do not set off such a restrictive clause.

* Ms.Maritess, *The author who wrote an article on DRUGS*, visited our school.

In our example, *who wrote an article on DRUG*, gives additional information regarding the *author,* but the meaning of the sentence is not changed if you leave the clause out. The clause does not place any restriction on the meaning. Therefore it is called a non-restricted clause. Commas set off nonrestrictive clauses.

Noun Clauses

3. Noun clauses function as nouns and are used as subjects of sentences, as objects of verbs, and as objects of prepositions.

The following words introduce the noun clauses: *what, how, that*, and *where.* These same words are often used to introduced adjectives or adverbial clauses.

The only way to be sure that you are dealing with a noun clause is to determine how it is used in the particular sentence. If it functions the way a noun functions then it is a noun clause.

* Where the eagles will fly is worth investigating.

* How he maintains his high standard of living is very questionable.

* What you are doing is detrimental to your health.

A. Direct object of a verb the same way as a regular noun, a noun clause can also be used. A noun used as an object answers the question what?

* Do you know (what?) where can stay for the night?
* Please tell her (what?) that I love her?
* I remember (what?) that you promised you would never leave.

B. Object of a preposition is sometimes used as a noun clause, like the noun.

* Please send the form to whoever is in duty.
* We discussed about what type of clothing we should be wearing.
* Adalyn is focused in what she is aiming for.

C. Predicate noun may be used as a noun clause, after one of the linking verbs. Like a regular predicate noun, a noun clause functioning as a predicate noun refers to the same noun or pronoun in the subject.

* The song was that same piece that she sang in Dubai. (Means the same song)
* My first impression was that he is naive. (Means the same impression)
* The message was that we should surrender. (Means the same as message)

Noun Clauses Function

Noun clauses function as nouns and are used as subjects of sentences, as objects of verbs, and as objects of prepositions.

A. Sometimes the word that introduces a subordinate clause is omitted. You can always supply it if you are in doubt about the construction of the clause.

* I assume *that* they will attack our right flank. (*that*- subordinate conjunction)

* I assume they will attack our right flank. (Subordinate conjunction *that*- omitted)

B. A noun used as an appositive may or may not be set off by commas. Sometimes the appositive is so closely related with the noun that no commas are required. Commas never set off noun clauses used in apposition.

A noun or a noun clause can be used in apposition with another noun. A word in opposition is placed near another to the word to explain it or to identify it in any other way.

* Mr. Rain, the owner, is a nice person. (Noun used as an appositive is set off by commas and explains the noun in the subject)

* My brother Chan will visit us soon. (Noun used as an appositive but is not set off by commas)

C. The subject of sentences beginning in it is not a word it. To check for the subject, transpose the sentence and look for the subject. When used this way, the word *it* is called an *expletive.*

* It is a well-known fact in this school that you are a coward.

Transpose to:

* <u>That you are a coward</u> is a well-known fact in this school. (Noun clause is the real subject)

* It is not clear whether they will vote for me.

Transpose to:

<u>Whether they will vote for me</u> is not clear. (Noun clause is the real subject)

D. The word whether and not the word if is used to introduce noun clauses used as the direct object of the verbs say, learn, understand, know,

Doubt, ask, tell, discover, wonder, etc.

Incorrect: Please ask my yaya if she has washed the dishes.

Correct: Please ask my yaya whether she has washed the dishes.

Chapter IV

Classifying Sentences Based on Clauses

Day 24

“Mind is the forerunner of all states.

Mind is chief;

Mind-made are these states.”

Classifying Sentences Based on Clauses

A sentence can be classified based on the number of kinds of clauses that contains.

1. Simple Sentence

A simple sentence contains a single independent clause. It may contain a compound subject, a compound predicate, or both. The important thing to remember is that it is only made up of a single independent clause and it does not contain any dependent clause.

The following illustrate the variety of simple sentence. The predicates are underlined.

* Eva wrote a book. (Simple subject and simple predicate)

* Eva and her husband wrote a book. (Compound subject and simple predicate)

* Eva wrote and published a book. (Simple subject and compound predicate)

* Eva and her husband wrote and published a book. (Compound subject and compound predicate)

2. Compound Sentence

A compound sentence contains two or more independent clauses. The clauses may be put together by a conjunction. A semicolon may also form them.

* Eve wrote a book. (Simple sentence)

* Her husband published it. (Simple sentence)

Combine the two simple sentences to form a compound sentence:

* Eve wrote a book, but her husband published it.

Using Comma and Semicolon

Comma may express a slight break in the thought expresses.

A. In combining simple sentences into a compound sentence, you may; use a comma before a conjunction, use a semicolon without a conjunction, or use a conjunction without a comma.

* Eve wrote a book, but her husband published it.

The sentence could also be written:

* Eve wrote a book; her husband published it.

* Eve wrote a book but her husband published it.

B. When the independent clauses of a compound sentence are very long, or have internal punctuation, a semicolon is generally used before the coordinate conjunction. Internal punctuation means that there are commas within one or both of independent clauses.

* I missed my children, especially in the late afternoons; but, I managed to cope.

C. A comma should not join two independent clauses unless a coordinate conjunction is used. When the writer uses a comma between the independent clauses of a compound sentence, he makes the error known as the comma fault.

* President Juan campaigned hard in the cities, he also visited the remote towns. (Comma fault)

Comma Fault- the sentence is made up of two independent clauses joined solely by a comma.

To eliminate the error, you may do the following:

* President Juan campaigned hard in the cities; he also visited the remote towns. (Use of semicolon)

* President Juan campaigned hard in the cities, and he also visited the remote towns. (Use of a conjunction with a comma)

* President Juan campaigned hard in the cities and he also visited the remote towns. (Use of a conjunction without a comma)

* President Juan campaigned hard in the cities. He also visited the remote towns. (Punctuate the two independent clauses as two simple sentences)

Run on sentence error is similar to a comma fault. The only difference is that the run on sentence consists of two or more independent statements that are run together without any punctuation, or without any connecting word.

* President Juan campaigned hard in the cities he also visited the remote towns.

D. Transitional words can also be used to connect between two independent clauses of a compound sentence. A semicolon always precedes connectives that belong to this group.

Commonly Used Transitional Words

Accordingly	indeed	as a result
Afterwards	likewise	at last
Again	meanwhile	at the same time
Anyhow	moreover	for example
Besides	namely	for instance
Consequently	nevertheless	for this reason
Doubtless	next	in any case
Eventually	otherwise	in fact
Evidently	perhaps	in like manner
Finally	passively	in short
Furthermore	still	on the contrary

Hence	then	on the other hand
However	therefore	that is
Yet	thus	in addition

* Rain is our choice for the post; besides, he is the only one qualified.

* Yul was in the shower; meanwhile, I finished cleaning the dishes.

* We paid them as scheduled; as a result, we were given discounts.

3. Complex Sentence

A complex sentence contains one independent clause and one or more dependent clause.

* <u>Before the cock crows twice</u>, you will disown me three times.

* She went to the bank <u>when it was convenient.</u>

4. Compound Complex Sentence

A compound complex sentence contains two or more independent clauses and one or more dependent clauses. (Independent clauses in hold letters, dependent clauses is underline)

* <u>While I was waiting for you</u>, our teacher passed by and she inquired about your health.

* I have to endure the heat, a<u>lthough I am feeling exhausted</u>; moreover, I need to win this race.

Chapter V

Verbal's

Day 25

"Mind is the architect of our fate.

It can make us sick,

Or it can cure us.

Verbals

Verbals are delivered from the verbs and remain many of the characteristics of verbs.

Verbal words are used in both oral and written communication.

Three Verb Form of Verbals (participle, gerunds, infinitives)

A. Participle verbal is a verb form that acts as an adjectives, and participles function as adjectives.

Four kinds of Participles

1. Present participles end in -ing and describe a present condition. Present participles are verbal's

(Their root words are verb) that acts as adjectives (modify nouns and pronouns) and end in -ing.

* The most *beguiling* people come out before election. (The word beguiling comes from the verb *beguile*.)

2. Past participles may end in -ed, d, -t, n, or -en, or may have a different spelling in case of irregular verb.

Past participles of irregular verb include: swum drunk gone sung, etc.

* He complained to the waiter that he was given a bent fork. (*bent*- verb bend, bent modifies the noun)

3. Perfect participles- prefixing having to the past participle.

Having sung having called having driven having seen

* Having finished his homework, Lance called his teacher.

The following are regular verbs and illustrate how the verbals change form when in present, past and perfect participles.

Regular Verbs

Present Participle	Past Participle	Perfect participle
Acting	acted	having acted
Adjusting	adjusted	having adjusted
Altering	altered	having altered
Amusing	amused	having amused
Announcing	announced	having announced
Approaching	approached	Having approached
Banding	banded	having banded
Baring	bared	having bared
Bartering	bartered	having bartered
Besieging	besieged	Having besieged
Boiling	boiled	having boiled
Calculating	calculated	having calculated
Chewing	chewed	having chewed
Claiming	claimed	having claimed
Daring	dared	having dared
Defining	defined	having defined
Dissolving	dissolved	having dissolved
Estimating	estimated	having estimated
Fasting	fasted	having fasted
Feigning	feigned	having feigned
Grading	graded	having graded
Glowing	glowed	having glowed
Greasing	greased	having greased
Hallucinating	hallucinated	having hallucinated

Irregular Verb

Present Participle	Past Participle	Perfect Participle
Arising	arisen	having arisen
Awaking	awaked	having awaked
	Awoke	having awoke
Being (am)	been	having been
Bearing (to carry)	borne	having borne
Bearing (to give birth to)	born	having born
Beating	beaten	having beaten
Becoming	become	having become
Beginning	begun	having begun
Bending	bent	Having bent
Bidding	bid	having bid
Binding	bound	having bound
Bleeding	blend	having blend
Blowing	blown	having blown
Breaking	broken	having broken
Breeding	bred	having bred
Bringing	brought	having brought
Broadcasting	broadcast	having broadcast
	Broadcasted	Having broadcasted
Building	built	having built
Bursting	burst	having burst
Buying	bought	having bought
Catching	caught	having caught
Choosing	chosen	having chosen
Coming	come	having come
Cutting	cut	having cut
Doing	done	having done
Drawing	drawn	having drawn

Drinking	drunk	having drunk
Driving	driven	having driven
Eating	eaten	having eaten
Falling	fallen	having fallen
Fleeing	fled	having fled
Flowing	flowed	having flowed
Flying	flown	having flown
Forbidding	forbidden	having forbidden
Forgetting	forgotten, forgot	forgotten, forgot
Forgiving	forgiven	having forgiven
Forsaking	forsaken	Having forsaken
Freezing	frozen	having frozen
Getting	got, gotten	having got, gotten
Giving	given	having given
Going	gone	having gone
Grinding	ground	having ground
Growing	grown	having grown
Hanging (a picture)	hung	having hung
Having	had	having had
Hearing	heard	having heard
Hiding	hidden	having hidden
Hitting	hit	having hit
Holding	held	Having held
Hurting	hurt	having hurt
Keeping	kept	Having kept
Knowing	known	having known
Laying	laid	having laid
Leading	led	having led

Leaving	left	having left
Lending	lent	having lent
Letting	let	having let
Lying (recline)	lain	having lain
Losing	lost	having lost
Making	made	having made
Meaning	meant	having meant
Meeting	met	having met
Paying	paid	Having paid
Proving	proved	having proved
	Proven	having proven
Putting	put	having put
Quitting	quit	having quit
Reading	read	Having read
Riding	ridden	having ridden
Ringing	rung	having rung
Rising	risen	having risen
Running	run	having run
Saying	said	having said
Seeing	seen	having seen
Seeking	sought	having sought
Selling	sold	having sold
Sending	sent	having sent
Setting	set	having set
Shaking	shaken	having shaken
Shinning (light)	shone	having shone
Shooting	shot	Having shot
Showing	shown	having shown

	Showed	having showed
Shrinking	shrunk	having shrunk
Shutting	shut	having shut
Singing	sung	having sung
Sinking	sunk	having sunk
	Sunken	having sunken
Sitting	sat	having sat
Sleeping	slept	having slept
Sliding	slid	having slid
Slinging	slung	having slung
Speaking	spoken	having spoken
Speeding	sped	having sped
Spinning	spun	having spun
Splitting	split	Having split
Spreading	spread	having spread
Springing	sprung	having sprung
Standing	stood	having stood
Stealing	stolen	having stolen
Stinging	stung	having stung
Striking	struck	having struck
Striving	striven	having striven
Swearing	sworn	having sworn
Swimming	swum	having swum
Swinging	swung	having swung
Taking	taken	having taken
Teaching	taught	having taught
Tearing	torn	having torn
Telling	told	having told
Thinking	thought	having thought

Throwing	thrown	having thrown
Trying	tried	having tried
Understanding	understood	having understood
Wearing	worn	having worn
Weaving	woven	having woven
Weeping	wept	having wept
Winning	won	having won
Winding	wound	having wound
Withdrawing	withdrawn	having withdrawn
Wringing	wrung	having wrung

4. Dangling participle another common mistake in English. Participle dangles if there is no word in the sentence which it could properly modify, or when it seems to be related to a word which does not convey the meaning intended.

* Working harder, my supervisor gave me a nod of approval. (Dangling participle)

The phrase *working harder* modifies the word supervisor. If what you mean by the sentence is "I worked harder that is why the supervisor gave me a nod of approval," then the sentence does not properly show this intended message. The sentence will be misinterpreted as;

"The supervisor is working harder and giving me the nod of approval."

It is not clear that it is not the supervisor who is working harder. The sentence must be revised:

* After I worked harder, the supervisor gave me a nod of approval. (No dangling participle)

Day 26

"All good works whatever are

Not worth an iota of love,

Which sets free the heart.

Love which sets free the heart

Comprises good work.

It shines, give light and radiance."

Verbal Analogy Tests

Verbal Analogy tests or verbal relationship questions ask that you identify the relationship between two words and find another pair of words that is parallel or of that same relationship.

Two Distinct types of knowledge

A. Knowledge of the words and terms used in the analogy.

B. Ability to relate these words and terms in a reasonable or logical manner.

Principles of Taking Verbal Analogy Tests

A. Read the analogy as a sentence.

Oak: Tree: Bungalow: __________

Sentence:

Oak is to tree as bungalow is to house?

Or:

Oak is related to tree in the same as bungalow is related to what?

B. Express a relationship between the first two words. Substitute the third word for the first, and figure out a suitable for the second word.

Oak is a kind of tree.

Bungalow is a kind of house.

C. Be alert to commonly used relationship as in the following:

Relationship	Example
-means the same as	wrath: anger
(Opposite of)	long: short
-is a part of	spring: watch
-usually become or comes before	tadpole: frog
-usually goes with	bacon: eggs
-is used by (user)	hammer: carpenter
-is used to (done by)	mop: clean
-is made from or made of	clothing: fabric

-is a larger (smaller) version of	lake: pond
-is a measure of	mile: distance

D. Be aware of the general groupings of verbal relationship as in the following:

1. Person and Object

Contestant: Prize- A contestant aims to win a prize

2. Class and Number

Elegy: Poem- Elegy is a type of poem

3. Country and Capital

Tokyo: Japan- Tokyo is the Capital of Japan

4. Sex

Stallion: House- Stallion is the male gender of a horse

5. Tools

Scalpel: Surgeon- A scalpel is a tool of a surgeon

6. Symbols

Torch: Education- Torch is a symbol of education

7. Sequence

Engagement: Marriage- Engagement comes before marriage

8. Special Sequence

Attic: Basement- Attic is a room just below the roof. Basement is the story of a building just below the main floor.

Exercise: Verbal Analogy and Relationship

1. Mare: Horse:: Lamb: _________

A. ewe c. Tigress e. doe

B. lioness d. goat

2. Food: Famine:: __________ : __________

A. water: drought c. seed: fruit e. supply: demand

B. goods: store d. product: factory

3. Museum: Exhibit:: Theater: __________

A. frame c. gallery e. performance

B. seats d. painting

4. Sister: Sibling:: Wife: __________

A. friend c. mother e. housekeeper

B. spouse d. Partner

5. Blind: sight: __________: __________

A. diabetic: sugar c. benevolent: charity e. indigent: tact

B. amnesiac: memory d. acrid: taste

Day 27

"To exist is to change;

To change is to mature;

To mature is to go on creating oneself endlessly."

B. Gerunds

1. A gerund is a verbal, that is, both are formed from verbs. In contrast to a principle which is a verbal that function as an adjective.

2. A gerund is a verb form that acts as a noun.

3. A gerund ends in *-ing*. It may function as a subject, direct object, or object of a preposition,

4. Gerunds function as nouns.

* <u>Boxing</u> is Manny Pacquiao's sport.

A. A gerund that is an object of a preposition and placed at the beginning of a sentence forms a phrase with the preposition and almost always expresses action. These must be some word in the sentence to indicate the doer of the action. If there is no such word, the phrase dangles in the sentence.

* After receiving the notice, the deposit was withdrawn. (Preposition- after is the phrase receiving the notice, receiving- gerund)

The sentence should be revised;

* Upon receiving the notice, I withdrew the deposit.

Or

* After I had received the notice, I withdrew the deposit.

B. If a possessive noun or a possessive pronoun modifies the gerund, the proper possessive form must be used.

Correct: The Doctor objects to my joining the race.

Incorrect: The Doctor objects to me joining the race.

C. Infinitives

An infinitive contains the word to and the root word of a verb. It functions as a noun, adjective, or adverb. When the word "to" is used with a verb form top complete the infinitive, it is not a preposition. It is merely the sign of the infinitive. Otherwise, if the word following the word *to* is not a verb,

Then the word *to* is considered a preposition.

1. Infinitives can function as nouns.

* <u>To sing</u> was Laila's ambition. (Subject)

* Her ambition was to sing. (Predicate noun referring to the noun ambition in the subject)

* She loves to sing. (Direct object of the verb loves)

2. Infinitives can function as adverbs

* The ladies were convinced to dance. (To dance modifies the verb convinced)

* I was indeed sorry to learn that you are moving away. (To learn modifies the adjective sorry)

3. Infinitives used as adjectives.

* In his eyes there was no desire to live. (The infinitive to live describes the noun desire)

* They denied him permission to appeal. (The infinitive to appeal modifies the noun permission)

* The necessity to call a police was immediate. (To call a police describes the noun necessity)

4. The sign of infinitive, the word *to*, is usually omitted after certain verbs in order to avoid awkward expressions. The *to* is usually omitted after the following verbs:

Bear	feel	watch	let
Dare	help	see	make
Please	bid	need	

* We saw him (to) enter the room.

* I ask her (to) help.

* We watched them (to) leave the place.

Split Infinitives

An infinitive is "split" when a word (often an adverb) or phrase sneaks between the *to* of the infinitive and the root of the verb. There is a debate among many authorities in English regarding the use of split infinitives. Some sanctions the split infinitive if it results in a clearer meaning or a more pleasant sound. Ordinarily, it is not the best practice to split the infinitive.

* Her mother expected him to *not sell* the lot.

In the preceding sentence, the word *not* sneaked in between the *to* of the infinitive and the verb sell. it is better to rewrite the sentence.

* Her mother expected him not to sell the lot.

(Split infinitive) I ask you to immediately desist from spreading rumors.

(Preferable) I ask you to desist immediately from spreading rumors.

Chapter VI

Punctuation

Day 28

“Radiant is the mind;

Pure energy is its essence.

It is polluted only by defilements.”

Punctuation

Punctuation marks are symbols or signs used to make the meaning or written words clear to the reader.

A punctuation mark can tell you that the sentence expresses a question, declares a statement, or indicates a strong emotion.

Types of Punctuation

1. Period (.) a period may tell you that the sentence expresses a complete though has ended.

Period has several uses

A. Use a period at the end of a declarative or imperative sentence.

* LT Jojo is a visionary leader and a man of action.

* Please give my letter to the kind lad named Mikoy.

B. Use a period rather than a question mark after a courteous request even if the sentence poses a question.

* Will you please give it today.

C. Use a period rather than a question mark after an indirect question.

* They are asking if you wish to go with them.

D. Use a period after initials and abbreviations.

* Mrs.

* Ph.D.

* L. B Makiraptanan

E. Use three periods to indicate the omission of words from a quotation and four periods when the omission comes at the end of a quoted passage.

* "Happy is the man who has not walked in the counsel of the wicked ones... but his delight is in the law of Jehovah...."

-Psalms 1:1-2

2. Question Mark (?)

Question mark has several uses

A. Use a question mark at the end of a direct question.

* Are you planning for a swimming?

B. In a sentence containing more than one question, each question may use a question mark. But if a question is not complete until the final word of the sentence, the question mark is placed only at the end.

* Are you sure of this name? This age? This address?

* Will you come back on Friday, Saturday, or Sunday?

3. Exclamation Mark (!)

Exclamation Mark has several uses

A. Use the exclamation mark to end exclamatory sentences. Such sentences express strong or sudden emotion.

* This is utter sadness!

* What an awesome movie!

B. Use the exclamation mark after interjections.

* Doctor! This is very painful.

C. Use the exclamation mark after commands specifying immediate action.

* Run as fast as you can!

D. Use the exclamation mark after an interrogative sentence meant to be exclamatory.

* Why did you do that!

4. Quotation Mark ("")

Quotation Mark has several uses

A. Use quotation marks to enclose the exact words of a speaker or writer.

* "Do your parents drink wine?" I asked.

B. Use quotation marks to enclose the titles of essays, chapters, stories, films, etc.

* Ms. Gonzales wrote the book "English Grammar."

C. Place a period or comma before ending quotation marks.

* "We do not try to convert others," the Salome Follower said. "Only to live our own way."

D. Place the question mark before the quotation marks when they refer to the quoted content, or after when they refer to the complete sentence.

* Did he say, “He wants to visit me"?

E. Place a semicolon and colon after the quotation marks unless they are part of the quoted material.

* They are shouting, "We will burn your house"; consequently, we have to leave.

5. Apostrophe (')

Apostrophe has several uses

A. Use the apostrophe to indicate the possessive case of nouns.

* Have you played with Ezekiel's new tennis racket?

B. Use the apostrophe to show a contraction.

* It's a sin to tell a lie.

C. Use the apostrophe to form the plural of letters and symbols.

* Planet is filling the paper with letter A's.

D. Use the apostrophe to indicate more than one copy of a word.

* The report of the word counter software states that there are ten work's in the paragraph.

E. Use the apostrophe to denote the plural or some other form of an abbreviation.

* The V.I.P's have arrived.

Day 29

"A word is not crystal, transparent and unchanged,

It is the skin of a living thought and

May vary greatly in color and

Content according to the

Circumstances and the time in which it is used."

-Oliver Holmes-

6. Comma (,)

Comma may express a slight break in the though expressed.

Comma has several uses

A. Use a comma to set off an appositive, that is, an expression that explains or gives additional information about a preceding expression.

* Lieutenant Jay John, the epitome of an officer and a gentleman, is a very caring leader.

B. Use a comma to separate the name of a city from the name of a province or state, or to separate the day of the month from the year.

* My baby was born on July 29, 2013, at Ruiz Hospital, Sta. Rosa Philippines.

C. Use a comma to separate the independent clause of a compound sentence.

* I was elated after reading your letter, but I would rather see you.

D. Use a comma to separate words or phrases that express contrast.

* The Americans, not the China, gained their trust.

E. Use a comma to indicate that one or more words that are easily understood have been omitted.

* We received 1,000 donated can goods from the students of Manila High School; from Quezon City High School, 1,500.

F. Use a comma to separate an introductory of word from the rest of the sentence.

* Yes, I will be coming tomorrow.

G. Use a comma after the salutation in an informal letter.

* Dearest Maricor,

H. Use a comma to separate words that indicate direct address.

* Sha-Sha, Observe the classroom very carefully.

I. Use a comma to separate words and phrases in a series.

* The books include those written by such authors as Reyes, Signo, Andrade and Abello.

J. Use a comma to separate adjectives which modify the same noun if the word and can be substituted for the comma.

* The greedy, fearsome beast was slain by the hero. (The greedy and fearsome beast was slain by the hero)

K. Use a comma to separate a declarative clause and an interrogative clause that follows it.

* She is now allowed to travel by her boyfriend, will she?

L. Use a comma to separate a name from the words Inc., Jr., Sr., etc.

* Michael Garcia, Jr. is conducting the survey in our office.
* GMA 7, Inc. is a reputable company.

M. Use a comma when writing figures in thousands, but not in street, room, post office box, and telephone numbers.

* $ 1,000,000.00

* 130 Kaylangis St.

* 123-4567 (a telephone number)

* Room 143

* P.O. Box 5254

N. Use a comma to separate two sets of figures or two identical words.

* Please hand me 5, 2's and 9, 6's.

* Where it is, is not known.

O. Use a comma to separate a proper name from an academic degree or honorary title. Additional, use a comma between two or more degree or titles.

* Erich Ilare, D.B.A., C.P.A.

* Kim De Torres, M.D., Ph.D., Chief of clinics.

P. Use a comma to set off direct quotations.

* "Watch the first movie," Ken-ken told me.

7. Colon (:)

Colon has several uses

A. Use a colon after a word, phrase, or sentence that introduces a list, a series, tabulation, extracts, texts and explanations to the introductory words.

* The prerequisites for enrollment are: High school diploma and school clearance.

B. Use a colon to indicate clock time, unless the time indicated is exactly on the hour.

* 12:01 pm

* 12 p.m.

C. Use a colon in biblical references to separate the chapter from the verse.

* I Timothy 3:15

D. Use a colon after a salutation in a business latter. Use a comma after a salutation in an informal letter.

* Dear Captain Don-don:

* To whom it may concern:

8. Semicolon (;)

Semicolon has several uses

A. Use a semicolon to separate two long independent clauses that are punctuated internally by commas.

* He used to be a varsity player in basketball, and swimming; but, he now seemed lethargic, and always drowsy.

B. Use a semicolon to separate independent coordinate (equivalent) clauses that are related in meaning when no coordinate conjunction is used.

* They decided to help the farmer with her medical bills; they collected donations for her.

C. Use a semicolon before words such as for example, for instance, namely, or that is which introduce an example, enumeration, or items in a series.

* There were two incorporators present in the meeting; namely, Mrs. Violy Atienza, Mrs. April, and Mr. Bienbenido.

D. Use a semicolon to clarify listings where a comma is insufficient to separate the items clearly.

* The Cooperative meeting was attended by Dr. Rico, Principal; Mr. Flacido, President; and Mrs. Silvia.

E. Avoid the over use of the semicolon in a paragraph.

9. Parenthesis ()

Parenthesis has several uses

A. Use parenthesis to separate words, phrases, clauses, or sentences which enclose materials that explains, translates or comments.

* The yacht sailed for five nautical miles more (a nautical mile is about 6000 feet) before it sank.

B. Use parenthesis to enclose letters, numbers, or a symbols when referring to an appositive.

* There are three (3) lots left.

10. Dash (-)

Dash has several uses

A. Use dash to set off explanatory clauses and to indicate abrupt changes in the continuity of expression.

* I feel happy- even jubilant- to see you married at last.

B. Use dash to mark limits between dates, number, places, and times.

* The bar is open from 6 p.m. - 6 a. m.

C. Use dash before or after a clause that summarizes a series of words or phrases, instead of a colon.

* Love, joy, peace, kindness- these are the fruits of the Holy Spirit.

D. Use dash to give emphasis.

* She deposits the money- our money- in our joint bank account.

Capitalization

A. Capitalize the first letter in the sentence.

* The parched, hungry earth drank up the rain.

B. Capitalize the beginning letter of days and months.

* Sunday
* September

C. Capitalize the beginning letter of proper nouns.

* Philippines
* Cherry Aquino

D. Always capitalize the pronoun I.

* After one hour, I reached the peak of Mt. Apo.

E. Capitalize names of the seasons if there are personified.

* Summer's vacation.

F. Capitalize words that show family relationships when there are used with a person's name or when they stand unmodified as a substitute for a person's name.

* We are grateful for our Aunt Elize's Unstoppable support.

She is my aunt.

G. Capitalize names of historical events, historical periods and historical documents.

* World War II

* Edsa Revolution

H. Capitalize languages but not other school unless they are names of specific courses.

* English, Geometry, Physics.

* English, geometry, physics.

I. Capitalize titles of people if they are followed by a name.

* General Luna.

* The good general.

J. Capitalize sections of a country but do not capitalize directions.

* I live in Southern Luzon which is situated south of Manila.

K. Capitalize references to the Deity and to the titles of religious holy books.

Almighty

Bible

Creator

Lord

God

IDBCJ

Day 30

"Natural abilities are like Natural plants... That need Pruning by study."

-Francis Bacon-

List of Troublesome Words

1. All ready- means everybody or everything is ready
   Already- means previously

2. Almost- an adverb meaning nearly
   Most- an adjective which is the superlative of some

3. alumnus- refers to a male graduate (singular)
   Alumni- refers to male graduates (plural)

Alumna- refers to female graduate (singular)

Alumnae- refers to female graduates (plural)

4. Among- used to refer to more than two persons or things

Between- used to refer to only two persons or things.

5. amount- refers to quality in bulk

Number- refers to countable units (persons or things)

6. antagonist- a competitor in any sphere of action; an opponent, villain

Protagonist- one who takes the lead in any movement; an advocate; a leading character

7. behavior- action in conformity with the required standards of decorum

Conduct- direction or guidance of one's action

8. Beside- means next to or close to

Besides- means in addition to

9. bother- minor disturbance of one's peace of mind

Annoy- stresses temporary disturbance of mind caused by something that displeases one or tries one's patience

10. Bring- to carry towards the speaker

Take- means to carry away from the speaker

11. can- used to indicate ability or capability

May- to indicate permission

12. fail- to be unsuccessful in obtaining a desired end

Flunk- to fail or cause to fail in school work

13. fewer- refers to quantities that can be counted individually

Less- used for collective quantities that are not counted individually and for abstract characteristics

14. Formally- means in a formal manner

Formerly- previously

15. hanged- used in reference to a person

Hung- used in reference to a thing

16. I- personal pronoun referring to the speaker

Me- objective form of the pronoun I

17. In- refers to a state of being (no motion)

Into- used for motion from one place to another

18. lay- put/place

Lie- rest/ recline

19. Lend- give

Borrow- get

20. let- allow/ permit

Leave- go away/ keep in place

21. lawful- allowed by law, not contrary to law

Legal- established or authorized by law

22. Learn- to acquire knowledge; to find out why

Teach- impart knowledge, to show how

23. love- used to mean to have a strong liking for

Like- expression of mind inclination

24. passed- past participle of the verb pass

Past- adjective/a time before the present

25. permit- more positive word; suggesting formal authorization

Allow- implies no attempt to hinder or prohibit

26. Precede- to go before in place, order, rank or time

Proceed- to go or move forward

27. raise- move to a higher place; regular verb

Rise- get up; irregular verb

28. set- put something

Set- sit down

29. suit- used for a set of clothes, lawsuit, set a cards

Suite- connected series of rooms, set of furniture

30. They're- means they are

Their- showing possession

There- means place

31. over- expresses the idea of place

More -then expresses the idea of quality

32. At- used to indicate specific address

On- used to indicate names of streets, avenue, etc.

In- used to indicate the names of cities, provinces, countries and continents

33. Farther- refers to distance or remoteness in space.

Further- refers to remoteness in time, to degree, extent, quality, or to express the idea of something more or additional.

34. The- is used with a specific noun, it is used when the noun it modifiers refers to a definite object, person, or place.

A- Is used modify singular nonspecific nouns that begin with a consonant.

An- is used to modify a singular specific nouns that begin with a vowel or an unpronounced h.

35. Who is the correct form of the nominative case

Whom is the correct form for the adjective case

Whose is the correct form of the possessive case

Answer Key

Pronouns and Antecedents

1. Its

2. Who

3. I

4. Them

5. Us

6. Whoever

7. She

8. Me

9. it’s, me

10. Himself

Tense Usage

1. Has

2. Has

3. Created

4. Have eaten

5. Could

Prepositions and Conjunctions

1. Of

2. As

3. Among

4. Besides

5. From

6. Whether

7. As if

8. Until

9. In

10. Put the blame

Subject-Verb Agreement

1. A (was)

2. B (were)

3. B (gets)

4. B (laid)

5. B (varies)

6. A (Is)

7. B (adds)

8. A (was)

9. A (was)

10. A (has)

Verbal Analogy and Relationship

1. A (ewe)

2. A (water: drought)

3. E (performance)

4. B (spouse)

5. B (amnesiac: memory)

Error Detection

1. B (she has)

2. A (didn't see)

3. B (when he doesn't seem to do)

4. B (he doesn't)

5. C (lived in Bacolod)

Conclusion

Thank you for downloading this book. I hope this book was able to help you to see your English grammar as well as figure out what you can do to help yourself to get better to communicate.

It is easy-to-learn process but with enough determination to learn and support from your love ones, this is something you can be achieve.

Just remember focus and keep your head up to understand though it all.

The next step is to apply what you have learned, put everything into action and learn more and more, day by day.

Finely, if you enjoyed this book please take time to share your thoughts and post a review on Amazon. It will be greatly appreciated!

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Preview Of ‘Cookbook Paleo Recipes: For Beginners, Top most quick and easy healthy recipe

Preparing quality food is among the most caring things we can do for ourselves and the people we love. That's why cookbook: Paleo Recipes For People Who Love To Eat is packed with recipes for food that you can eat every day, along with easy tips to make sure it takes as little time as possible to get healthy, delicious food into your well-deserving mouth.

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